

2.6.2(b)

Muslim College of Education, Thiruvithancode
B.Ed. Degree Internal Exam 2022
Semester - I
Educational Psychology

Subject Code : BD1EP
Maximum Marks : 70

Time : 3 Hrs.

Section A - (5 x 1 = 5 Marks)
Objective Type Questions
Answer all the questions
Each questions carries 1 mark

1. ஆளுமை என்பதால் அறியப்படுவது
(அ) வெளித்தோற்றம் (ஆ) மன இயல்புகள் (இ) உடல்வாடு (ஈ) நடத்தைக் கோலங்களின் தொகுப்பு
Personality is
(a) External Characters (b) Mind set up (c) Physique (d) One's unique behavioural characteristic
2. விரி சிந்தனை என்பது
(அ) நுண்ணறிவு (ஆ) படைப்பாற்றல் (இ) காரண காரியங்களை ஆராய்ந்தறிதல் (ஈ) கற்பனை
Divergent thinking
(a) Intelligence (b) Creativity (c) Reasoning (d) Imagination
3. முயன்று தவறி கற்றல்
(அ) பாவ்லோவ் (ஆ) ஸ்கினர் (இ) டிராப் (ஈ) தார்வின்ஸ்க்
Trial and Error Learning
(a) Pavlov (b) Skinner (c) Freud (d) Thordike
4. செயல்படு நினைவு இவ்வாறாகவும் அறியப்படும்
(அ) நீண்ட கால நினைவு (ஆ) குறுகிய கால நினைவு (இ) உணர்வு நினைவு (ஈ) மேற்கூறிய அனைத்தும்
Working memory is also known as
(a) Long term memory (b) Short term memory (c) Sensory memory (d) All the above
5. தனிநபர் வேறுபாடுகள் இவற்றில் காணப்படும்
(அ) சுற்றுப்புறச் சூழல்களில் (ஆ) அறிவுச்சார் சூழல்களில் (இ) புலன்காட்சி சூழல்களில்
(ஈ) மனவெழுச்சி சூழல்களில்
Individual difference are found in
(a) Environmental Situations (b) Cognitive Situations (c) Perceptual Situations (d) Emotional Situations

Section B - (3 x 5 = 15 Marks)
Short Answer Type Questions
Answer any three questions

Answer each question should not exceed 250 words / 2 ½ pages
Each question carries 5 marks

6. மனித மேம்பாட்டின் பருவங்களை விளக்குக.
Explain the different phases of human development.
7. புலன் காட்சி விதிகளை விவரி.
Explain Laws of perception.



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Time : 3

8. பாவ்லோவின் ஆக்க நிலைவற்றத்தல் கோட்பாட்டை விவரி.
Describe Pavlov's theory of Classical Conditioning.
9. பல காரணி நுண்ணறிவுக் கோட்பாட்டினை விவரி.
Describe the multifactor theory of Intelligence.
10. ஆளுமையின் பொருள் மற்றும் வரையறைகளை விளக்குக.
Explain the meaning and definitions of personalities.

Section C – (5 x 10 = 50 Marks)

Essay Type Questions

Answer all the questions

Answer to each question should not exceed 500 words / 5 pages

Each question carries 10 marks

11. அ. கல்வி உளவியலின் பரப்பு மற்றும் முக்கியத்துவத்தினை விளக்குக.
Explain the scope and significance of educational psychology.
(or)
ஆ. மனித வளர்ச்சி மற்றும் மேம்பாட்டின் பரிணாமங்களை விளக்குக.
Explain the dimensions of human growth and development.
12. அ. நினைவாற்றலை வளர்ப்பதற்கான உத்திகளை பற்றி விவாதி.
Discuss the strategies for improving memory.
(or)
ஆ. பள்ளி வகுப்பறையில் மாணவர்களின் கவனத்தை பாதிக்கும் காரணிகள் யாவை?
What are the factors that affect the attention of students in classroom?
13. அ. தாண்டைக்கின் முயன்று தவறி கற்றலைப் பற்றி விளக்குக.
Explain Throntike's trial and error learning.
(or)
ஆ. மாஸ்லோவின் ஊக்குவித்தல் கோட்பாட்டினை விவரி.
Describe the Maslow's theory of Motivation.
14. அ. கில்போட்டின் நுண்ணறிவு கோட்பாட்டினை விவரி.
Explain Guilford theory of multiple intelligence.
(or)
ஆ. ஆக்கதிறன் என்றால் என்ன? ஆக்கதிறன் படிநிலைகள் யாவை? மாணவர்களிடையே எவ்வாறு ஆக்கதிறனை வளர்க்கலாம்?
What is creativity? Explain the steps in creativity. How to improve creativity among students?
15. அ. ஆளுமையை மதிப்பிடப் பயன்படும் நுட்பங்களை விவரிக்க.
Describe the techniques used to assess the personality.
(or)
ஆ. ஆளுமையின் பரிணாம உளபகுப்பாய்வு கோட்பாட்டினை விவரி.
Explain Freud's psychoanalytic theory of personality.



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Time:3Hrs B.ED FIRST YEAR- INTERNAL EXAM.2022 Marks :70

ASSESSMENT FOR LEARNING

(கற்றலுக்காக மதிப்பிடுதல்)

Part-A

(5×1=5)

Answer all the questions

Objective type questions

1.What is an integral part of the teaching-learning process

- (a)Formative Assessment
- (b)Summative Assessment
- (c)Evaluation
- (d)Measurment

கற்பித்தல்-கற்றல் செயல்பாட்டில் ஒருங்கிணைந்த பகுதி எது?

- (அ) வளரறி மதிப்பீடு
- (ஆ) தொகுத்தறி மதிப்பீடு
- (இ) மதிப்பிடல்
- (ஈ) அளவிடல்

2.Feedback is how it should be

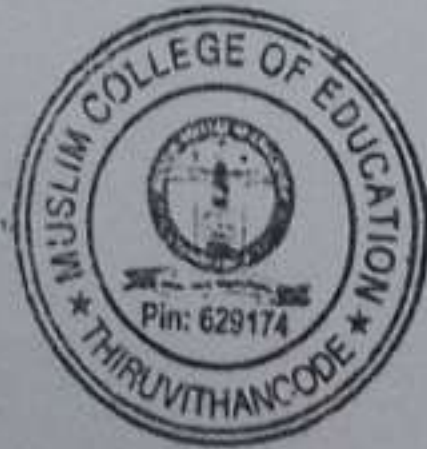
- (a) Changes
- (b) Self correction
- (c) Motivation
- (d) Understanding

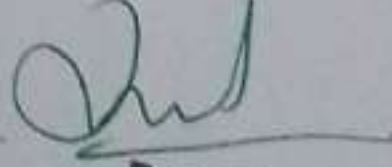
பின்னுட்டம் அளித்தல் என்பது எவ்வாறு இருக்க வேண்டும்?

- (அ) மாற்றங்கள்
- (ஆ) சுய சீர்திருத்தம்
- (இ) ஊக்கப்படுத்துதல்
- (ஈ) புரிந்து கொள்ளுதல்

3.Indicates complete integration with an object or an action

a)Attention




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b) Involvement

c) Interest

d) Curiosity

ஒரு பொருளுடனோ அல்லது ஒரு செயலில் முழுமையாக ஒன்றிப்போவதை குறிப்பது

அ) கவனம்

ஆ) ஈடுபாடு

இ) விருப்பம்

ஈ) ஆர்வம்

4. How many types of errors can occur in the rating?

a) 2

b) 1

c) 5

d) 7

தரமதிப்பிடுதலில் எத்தனை வகை பிழைகள் நேரலாம்?

அ) 2

ஆ) 1

இ) 5

ஈ) 7

5. The list with the correct answers is called.....

a) Marking scheme

b) Rubrics

c) Scoring key

d) Test

சரியான விடைகள் கொண்ட பட்டியல்..... எனப்படும்.

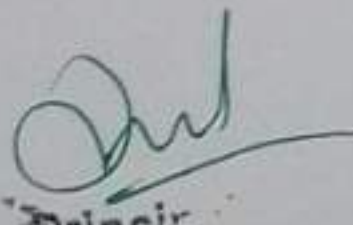
அ) மதிப்பெண் வழங்கும் திட்டம்

ஆ) ரூப்ரிக்ஸ்

இ) மதிப்பீட்டுக்கோல்

ஈ) தேர்வு




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(3×5=15)

Part-B

Answer any Three questions

Short answer type questions

6. What is formative assessment and summative assessment?

வளரறி மதிப்பீடு மற்றும் தொகுத்தறி மதிப்பீடு என்றால் என்ன?

7. State the ways and means of improving assignment as a teaching device.

'ஒப்படைப்பு' முறையை மேம்படுத்துவதற்கான வழிமுறைகள் யாவை?

8. Explain- Rubrics.

குப்ரிக்ஸ்- விளக்குக.

9. List out the merits and demerits of open-book examination.

திறந்த புத்தக முறை தேர்வின் நிறை குறைகளை வரிசைப்படுத்துக.

10. Write the qualities of a good test.

சிறந்த சோதனையின் பண்புகளை எழுதுக.

(5×10=50)

Part- C

Answer all the questions:-

Essay type questions:-

11.a) Describe any two tools for classroom assessment.

வகுப்பறை மதிப்பீடுதலில் உள்ள ஏதேனும் இரண்டு கருவிகளை விவரி.

(or)

b) How the teacher should assess the cognitive domain?

அறிவுசார் களத்தை ஒரு ஆசிரியர் எவ்வாறு மதிப்பிட வேண்டும்?

12.a) Explain the types of test items and principles for constructing test items.

சோதனை உருப்படிக்களின் வகைகள் மற்றும் அதனை அமைப்பதற்கான கோட்பாடுகளை விளக்குக.

(or)

b) What is CCE? Explain.

தொடர் மற்றும் விரிவான மதிப்பீடு என்றால் என்ன? விளக்குக.

13. a) Write the steps in constructing an achievement test.

அடைவுச் சோதனை உருவாக்குதலில் உள்ள படிகளை எழுதுக.

(or)



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b) Describe the principles of good assessment practice.

சிறந்த மதிப்பீடில் நடைமுறைக்கான கோட்பாடுகளை விவரிக்க.

14.a) Explain briefly the principles and strategies of effective feedback.

விளைபயன்மிகு பின்னூட்டத்திற்கான கோட்பாடுகள் மற்றும் உத்திகளை சுருக்கமாக விளக்குக.

(or)

b) What are the measures of dispersion? Explain.

விலகல் அளவைகள் யாவை? விளக்குக.

15.a) Explain the concept of reflective journal ,its advantages and disadvantages.

ஆழ்நினைவுக் குறிப்பேடு என்பதை விளக்கி அதன் நிறை- குறைகளை விவரி.

(or)

b) What are the steps to be taken for fairness in assessment?

மதிப்பீடுதலில் நியாயத்தன்மை மிக்கதாய் அமைத்திருவதற்கு மேற்கொள்ள வேண்டிய நடவடிக்கைகள் யாவை?



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B.Ed. Degree Model Examination 2022
Semester - I
CONTEMPORARY INDIA AND EDUCATION

Subject Code : BD1CE
Maximum Marks : 70

Time : 3 Hrs.

Section A - (5 x 1 = 5 Marks)
Objective Type Questions
Answer all the questions
Each questions carries 1 mark

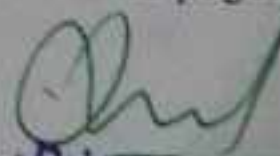
1. முறை சாரா கல்வி அமைவது
(அ) முறைசார் கல்வி அமைப்பிற்கு வெளியே (ஆ) முறைசார் கல்வி அமைப்பிற்கு உள்ளே
(இ) கட்டமைக்கப்பட்ட மற்றும் தரப்படுத்தப்பட்ட (ஈ) கட்டமைக்கப்பட்ட மற்றும் தரப்படுத்தப்படாத
Non-formal education system is organised
(a) Outside formal education system (b) Inside formal education system
(c) Structured and grade (d) Structured and not graded
2. சமூக பன்முகத் தன்மையை விளக்கும் மற்ற சொற்களாக
(அ) பன்மை (ஆ) பன்முக கலாச்சாரம் (இ) சமூக வேறுபாடு (ஈ) மேற்கூறிய அனைத்தும்
The other terms used to explain diversity
(a) Plurality (b) Multiculturalism (c) Social differentiation (d) All the above
3. RUSA வின் தலைவர் யார்?
(அ) Dr. திருப்பதி ராவ் (ஆ) Dr. பிரசடா ரெட்டி (இ) Dr. சையது செக்ரிஸ் அஸ்கர் (ஈ) Dr.L. கணேசன்
Who is the head of RUSA?
(a) Dr. Tirupathi Rao (b) Dr. Prasada Reddy (c) Dr. Syed Sehrish Asgar (d) Dr. L. Ganesan
4. மாநிலத்தின் மொழி (அ) அலுவலக மொழி என்று இந்த சரத்தில் கொடுக்கப்பட்டுள்ளது?
(அ) 120 (ஆ) 30 (இ) 345 (ஈ) 29
Which article states about the official languages or languages of the state?
(a) 120 (b) 30 (c) 345 (d) 29
5. _____ சமமின்மை தனிநபர் ஜிடிபியை தாக்கும்.
(அ) சமூக (ஆ) பொருளாதார (இ) செல்வம் (ஈ) அரசியல்
_____ in equality impacts the GDP per capita
(a) Social (b) Economic (c) Wealth (d) Political

Section B - (3 x 5 = 15 Marks)
Short Answer Type Questions
Answer any three questions

Answer to each question should not exceed 250 words / 2 ½ pages
Each question carries 5 marks

6. கல்வியின் நோக்கங்களைப்பற்றி சிறு குறிப்பு வரைக.
Write short note on the functions of education.




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7. கல்வி மற்றும் தத்துவத்தின் பலதுறை தன்மையை விவரிக்க.
Describe the inter disciplinary nature of education and philosophy.
8. கல்வியில் உலகளாவியமயமாக்கல் அடைவதற்கான சவால்களை விளக்குக.
Explain the challenges in achieving universalization of education.
9. பயிற்றுவிக்கும் மொழி பற்றிய தாகூரின் கருத்துக்களை தெளிவுபடுத்துக.
Elaborate the views of Tagore on medium of instruction.
10. கல்வியில் சமத்துவமின்மைக்கான காரணங்களை ஆராய்க.
Analyse the causes for inequality in education.

Section C – (5 x 10 = 50 Marks)

Essay Type Questions

Answer all the questions

Answer to each question should not exceed 500 words / 5 pages

Each question carries 10 marks

11. அ. கல்வியின் வகைகளை விளக்குக.
Explain the types of education.
(or)
ஆ. கல்வி என்பது சமூக நீதிக்கான வழிமுறையாகும். நிரூபி.
Education as a means of social justice. Justify.
12. அ. சமூக பன்முகத் தன்மையின் நிலைகளை விரிவாக விவரிக்க.
Describe the levels of social diversity in detail.
(or)
ஆ. பன்முகத் தன்மை மீதான நேர்மறை எண்ணத்தை உருவாக்குவதில் கல்வியின் பங்கினை விவாதிக்க.
Discuss the role of education in creating positive attitude towards diversity.
13. அ. விளக்கம் தருக. (i) RMSA (i) உள்ளடக்கிய கல்வி
Explain : (i) RMSA (ii) Inclusive education
(or)
ஆ. கல்வியின் நான்கு தூண்களை விளக்குக.
Explain the four pillars of education.
14. அ. சுதந்திரத்திற்கு முன்பான மொழிக் கொள்கையை ஆராய்க.
Analyse the language policy during the pre-independent India.
(or)
ஆ. மொழிக் கொள்கையானது நமது அரசியலமைப்பில் முக்கிய அம்சமாக விளங்குவதை ஆய்க.
Examine the language policy as an important aspect of our constitution.
15. அ. சமயமையின் வகைகள் பற்றி ஒரு கட்டுரை வரைக.
Write an essay on the types of inequality.
(or)
ஆ. கல்வி மூலம் சமூக சமமின்மையை நீவிர் எவ்வாறு அகற்றுவாய்?
How will you eliminate social inequalities through education?



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Muslim College of Education, Thiruvithancode
B.Ed. Degree Model Examination 2022
Semester - I
LANGUAGE ACROSS THE CURRICULUM

Subject Code : BD11C
Maximum Marks : 70

Time : 3 Hrs.

Section A - (5 x 1 = 5 Marks)
Objective Type Questions
Answer all the questions
Each questions carries 1 mark

1. மொழி என்ற சொல் ----- லிருந்து உருவானது.
(அ) இலத்தீன் (ஆ) கிரேக்கம் (இ) ஆங்கிலம் (ஈ) ஜெர்மன்
The word Language is derived from -----
(a) Latin (b) Greek (c) English (d) German
2. மொழி கற்றல் என்பது அடிப்படையில் ஒரு ----- உருவாக்கும் செயல்முறையாகும்.
(அ) இயற்கையான (ஆ) வழக்கமான (இ) பழக்கம் (ஈ) மேலே குறிப்பிட்ட எதுவுமில்லை
Language Learning is basically a ----- formation process.
(a) natural (b) usual (c) habit (d) none of these
3. ----- என்பது பேச்சின் வரைகலை பிரதிநிதித்துவம்.
(அ) கேட்டல் (ஆ) படித்தல் (இ) எழுதுதல் (ஈ) வாய்மொழி
----- is the graphical representation of speech.
(a) Listening (b) Reading (c) Writing (d) Oral
4. கேட்கும் மற்றும் படிக்கும் திறன்கள் ----- திறமைகள்.
(அ) ஏற்றுக்கொள்ளும் (ஆ) நாடு (இ) உற்பத்தி (ஈ) மொழி
The skills of Listening and reading are called ----- skills.
(a) Receptive (b) Country (c) Productive (d) Language
5. மத்திய கல்வி ஆலோசனை வாரியம் (1956) ----- மொழிக் கொள்கையை வடிவமைத்தது.
(அ) ஒரு (ஆ) இரண்டு (இ) மூன்று (ஈ) நான்கு
The central Advisory Board of Education (1956) designed a ----- language formula.
(a) one (b) two (c) three (d) four

Section B - (3 x 5 = 15 Marks)
Short Answer Type Questions
Answer any three questions

Answer to each question should not exceed 250 words / 2 ½ pages
Each question carries 5 marks

6. பன்மொழி புலமையின் முக்கியத்துவத்தை விளக்குக.
Explain the importance of plurilingualism.
7. CALP திறன்கள் மற்றும் BICS திறன்கள் பற்றி குறிப்பு தருக.
Write short notes on CALP and BICS skill.




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8. முதல்மொழி மற்றும் இரண்டாம் மொழியினைப் பயன்படுத்துதல் என தனது வேறுபாட்டைக்
Differentiate between First language and Second language acquisition.

9. புரிந்து கொள்ளும் திறன் உத்திகளை விளக்குக.
Explain the comprehension skill strategies.

10. பல்புலக் கல்விக் களத்தில் கற்பிப்பதில் எதிர்கொள்ளும் சவால்களை விளக்குக.
Explain the challenges faced in teaching Multicultural classroom.

Section C – (5 x 10 = 50 Marks)

Essay Type Questions

Answer all the questions

Answer to each question should not exceed 500 words / 5 pages

Each question carries 10 marks

11. அ. மொழியின் செயல்பாடுகளைப் பட்டியலிடுக.
Enumerate the functions of Language.

(or)

ஆ. மொழிக்கும் சிந்தனைக்கும் இடைபடியான தொடர்பை விவரிக்க.
Describe the relationship between Language and Thinking.

12. அ. மொழிப்புலமையை மேம்படுத்துவதற்கான உத்திகளை விளக்குக.
Explain the strategies for enhancing Language proficiency.

(or)

ஆ. மொழிப்புலமை மற்றும் பாடப்புலமைக்கும் இடைபடியான தொடர்பை விவரிக்க.
Discuss the relationship between language mastery and subject mastery.

13. அ. வகுப்பறை கற்பித்தலின் தன்மை மற்றும் வகுப்பறையில் வாய்மொழி பற்றி விளக்குக.
Explain the nature of classroom discourse and oral language in the classroom.

(or)

ஆ. தேசிய கலைத்திட்ட கட்டமைப்பு (NCF 2005) பற்றி விளக்குக.
Describe the National Curriculum Framework (NCF 2005).

14. அ. மொழி கற்றலுக்கான வைகாட்ஸ்கியின் கலாச்சார கருவிகளை விவரிக்க.
Describe the Vygotsky's cultural tools for language learning.

(or)

ஆ. ஸ்கின்னரின் மொழிக் கைவரப்பெறல் கோட்பாட்டை விளக்குக.
Explain in detail about Skinner Imitation theory of Language acquisition.

15. அ. வாசிப்புப்பிரிதல் மற்றும் புரிந்துகொள்ளும் உத்தியின் அவசியம் மற்றும் முக்கியத்துவம் பற்றி விவரிக்க.
Discuss the need and importance of reading comprehension and comprehension strategy.

(or)

ஆ. மொழி கற்றல் குறித்த பியாஜேயின் கருத்துக்களை விளக்குக.
Explain the Piaget's views on Language Learning.



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Principal
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காலம் : 3 மணி நேரம்

பகுதி - அ (5 x 1 = 5)

கவனத்து விளக்கங்களுக்கும் விடையளிக்க.

1. மனித வாழ்வின் சிறந்த பான்மையைக் கருவி எது?
(அ) புலி (ஆ) மொழி (இ) திறன் (ஈ) உணர்வு
2. நுண்ணிலைக் கற்பித்தல் என்ற சொல் உருவாக்கப்பட்ட ஆண்டு?
(அ) 1941 (ஆ) 1952 (இ) 1963 (ஈ) 1964
3. இந்தியாவின் எதிர்காலத்தை நினைப்பீதா?
(அ) மாணவர்கள் (ஆ) வந்தவர்கள் (இ) ஆசிரியர்கள் (ஈ) கல்விப்பள்ளங்கள்
4. கீழ்க்கண்டவற்றுள் எது மாணவர் மனம் கற்பித்தல் முறை?
(அ) செப்டி கார்ட் முறை (ஆ) விரிவுரை முறை (இ) வினா-விடை முறை (ஈ) குழு கற்றல் முறை
5. மொழி பயிற்றுப்பதில் கூடல் எதற்காக பயன்படுகிறது?
(அ) கற்பித்தல் மேற்கொள்ள (ஆ) பெருமை திறமை வளிக்க (இ) மாணவர்களின் அடிப்படைத் திறமை வளிக்க (ஈ) இவற்றில் எதுவும் இல்லை

பகுதி - ஆ (3 x 5 = 15)

கீழ்க்கண்டவற்றுள் எவையெனும் மூன்று விளக்கங்களுக்கு விடையளிக்க.

6. தமிழ்மொழி கற்பித்தலின் நோக்கங்கள் யாவை?
7. நுண்ணிலை கற்பித்தலின் பயன்களை எழுதுக.
8. ஒரு பாடத்தை திட்டமிடுவதற்கான ஸ்திதிகள் குறித்து எழுதுக.
9. விதிவாது முறை - விதிவிலக்க முறை குறித்து கூறுக.
10. இணைய நூல்கள் குறித்து எழுதுக.

பகுதி - இ (5 x 10 = 50)

கவனத்து விளக்கங்களுக்கும் விடையளிக்க.

11. அ. புள்ளியின் வகைகளை தெரிவினை விளக்குக.
(அல்லது)
ஆ. களங்களுக்கு இடம் போடான தெரிவினை விளக்குக.
12. அ. நுண்ணிலை கற்பித்தல் குறித்துக் கருள் தெளவு. முக்கியத்துவம் மற்றும் நன்மைகளை விளக்க.
(அல்லது)
ஆ. திறமைக் கூறி, அதற்கான பாட நிகழ்வு ஒன்றினை எடுத்துக்காட்டுக.

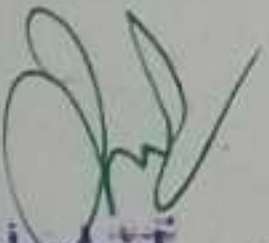


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13. அ. ஏதேனும் ஒரு பாடத்திற்கு பாடம் கற்பிப்புத் திட்டம் உருவாக்குக.
(அல்லது)
ஆ. பாடத்திட்டத்திற்கும் அலகுதிட்டத்திற்கும் இடையேயுள்ள வேறுபாட்டை விவரி.
14. அ. ஆசிரியர் மையக் கற்பித்தல் முறைகளை விளக்குக.
(அல்லது)
ஆ. மாணவர் மைய கற்பித்தல் முறைகள் குறித்து விவரிக்க.
15. அ. வகுப்பறை கற்பித்தலுக்கு பயன்படும் தகவல் தொடர்பு சாதனங்கள் குறித்து எழுதுக.
(அல்லது)
ஆ. தற்காலச் சூழலில் ஊடகங்களின் வளர்ச்சி மற்றும் பங்கு குறித்து விளக்குக.

சை




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Muslim College of Education, Thiruvithancode
B.Ed. Degree Model Examination 2022
Semester - I
PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Time : 3 Hrs.

Subject Code : BD1CA
Maximum Marks : 70

Section A – (5 x 1 = 5 Marks)
Objective Type Questions
Answer all the questions
Each questions carries 1 mark

1. அறிவு சாரின் உயர்நிலை
(அ) பகுத்தாய்வு (ஆ) ஆராய்வு (இ) புரிந்து கொள்ளுதல் (ஈ) மதிப்பீடுதல்
The highest level of Cognitive Domain is
(a) Synthesis (b) Analysis (c) Comprehension (d) Evaluation
2. புனம்ஸ் வகைப்பாட்டியலில் வகைப்பாடு, விவரித்தல், கலந்துரையாடுதல் மற்றும் எண்ணங்களை அடையாளப்படுத்துதல் அல்லது கருத்து போன்ற அனைத்து வினைகளை குறிப்பிடும் எந்த நிலை என்று மாணவர்களால் அறிய முடியும்.
(அ) பயன்படுத்துதல் (ஆ) நினைவு கூறுதல் (இ) புரிந்து கொள்ளுதல் (ஈ) மதிப்பீடுதல்
Students will be able to classify, describe, discuss and identify the ideas or concepts are all verbs representing which level of Blooms Taxonomy
(a) Applying (b) Remembering (c) Understanding (d) Evaluating
3. நடமாடும் வணிகம் என குறிக்கப்படுவது.
(அ) அலைபேசி வணிகவியல் (ஆ) பெருநகர வணிகவியல் (இ) நவீன வணிகவியல் (ஈ) பரஸ்பர வணிகவியல்
M-Commerce stands for
(a) Mobile Commerce (b) Metropolitan Commerce (c) Modern Commerce (d) Mutual Commerce
4. கற்பித்தலுக்கு ஏற்ப கலைத்திட்டத்தை தர்க்க ரீதியாகவும் மற்றும் ஒருங்கமைத்து திறமையான பரிமாற்றத்திற்கு காரணமாக அமைவதை ----- அழைப்பார்.
(அ) பாட அறிவு (ஆ) கற்பித்தல் அறிவு (இ) கற்பித்தல் பகுப்பாய்வு (ஈ) மேற்கூறிய எதுவுமில்லை
The logical and systematic breakup of the curriculum from the point of view of a pedagogic for the purpose of effective transaction is called
(a) Content Knowledge (b) Pedagogic Knowledge (c) Pedagogical Analysis (d) None of the above
5. ஆக்மெண்ட் ரியாலிட்டியின் தந்தை யார்?
(அ) ஸ்டீவ் மான் (ஆ) பிரையன் சனாக் (இ) ஜான் ஃபாராஸ்ட் (ஈ) கெவின் வார்விக்
Who is the father of Augmented Reality?
(a) Steve Mann (b) Brian Sanog (c) John Forrest (d) Kevin Warwick

Section B – (3 x 5 = 15 Marks)
Short Answer Type Questions
Answer any three questions

Answer to each question should not exceed 250 words / 2 ½ pages
Each question carries 5 marks

6. கற்பித்தல் மற்றும் நடத்தை நோக்கங்களை வேறுபடுத்துக.
Differentiate Instructional and Behavioural objectives.
7. பயிற்சி ஆரம்பிப்பதில் திட்டத்தின் நிறை மற்றும் குறைகளை அடிகோலிட்டுக் காட்டுக.
Outline the lesson plan in the teacher training and its merits and demerits.




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8. நுண்ணியல் கற்பித்தல் மற்றும் வகுப்பறை கற்பித்தலை வேறுபடுத்துக.
Differentiate Micro teaching and Macro teaching.
9. கணினி வழி கற்பித்தல் பற்றி சிறு குறிப்பு வரைக.
Write short notes on (CAI) computer Assisted Instruction.
10. செயற்கை நுண்ணறிவு - ஒரு குறிப்பு வரைக.
Write a notes on Artificial Intelligence.

Section C - (5 x 10 = 50 Marks)

Essay Type Questions

Answer all the questions

Answer to each question should not exceed 500 words / 5 pages

Each question carries 10 marks

11. அ. பூனும்ஸின் வணிகவியல் கற்பித்தல் வரிசைக்கிரக அணுகுமுறையை விவரி.
Discuss Bloom's taxonomical approaches to the teaching of commerce.
(or)
ஆ. மேல்நிலைப் பள்ளியில் வணிகவியல் கற்பித்தலின் மதிப்பு மற்றும் நோக்கங்களை விவரி.
Describe the aims and values of teaching commerce at Higher Secondary School.
12. அ. பாடத்திட்டத்தின் படிநிலையை கோடிட்டு காட்டுக. பிக்கி-ஹண்ட் (Bigge-Hunt) கற்பித்தல் படிமம் பாடத்திட்டத்தை விரிவாக விவரி.
Outline the steps in lesson Plan. Explain Bigge-Hunt teaching model of lesson planning in detail.
(or)
ஆ. உனது விருப்பத்தின்படி மேல் நிலை வணிகவியலில் பாடத்திலிருந்து ஏதேனும் ஒரு தலைப்பை தேர்ந்தெடுத்து அதற்கு 45 மணித் துளி அளவிற்கு பாடத்திட்டத்தை தயாரிக்கவும்.
Select one topic of your choice from higher secondary commerce syllabus and prepare a lesson plan for 45 minutes period.
13. அ. திட்ட முறை என்றால் என்ன? அதில் உள்ள படிநிலைகளை விரிவாக விவரி.
What is Project Method? Explain the steps involved in detail.
(or)
ஆ. குழு கற்பித்தல் என்றால் என்ன? வணிகவியலில் ஏதேனும் ஒரு தலைப்பை எடுத்து உனது மேல் நிலை வகுப்பில் குழு கற்பித்தலை எவ்வாறு ஒருங்கமைப்பீர்.
What is Team teaching? How will you organize team teaching for your higher secondary class by taking any one topic in commerce?
14. அ. திட்டமிட்டு கற்பித்தல் என்றால் என்ன? விரிவாக விவரி.
What is programmed Instruction? Explain in detail.
(or)
ஆ. கேல்லர் திட்டம் படிநிலைகளின் நிறை மற்றும் குறைகளை விவரிக்கவும்.
Explain the steps involved Keller plan with its merits and demerits.
15. அ. தலைகீழ் வகுப்பறை என்றால் என்ன? அதற்கு பொருத்தமான உதாரணத்துடன் விவரித்து அதனுடைய நிறை மற்றும் குறைகளை கோடிட்டு காட்டுக.
What is Flip Classroom? Explain it with suitable illustration. Outline the merits and demerits.
(or)
ஆ. ஒரு நல்ல வணிகவியல் ஆசிரியரின் அவசியமான மற்றும் விரும்பத் தகுந்த தகுதிகளை வெளிக் கொணர்.
Bring out the essential and desirable qualities of a good Commerce Teacher.



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Reg. No: 1091521BD057

EDUCATIONAL PSYCHOLOGY

2.6.2(b)

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FAREETHA JESNA.A

1.B.Ed

Subject code: BDIEP

SECTION: A

1. d) One's unique behavioural characteristic.
2. c) Reasoning.
3. d) Thorndike.
4. b) Short term memory.
5. b) Cognitive situations.

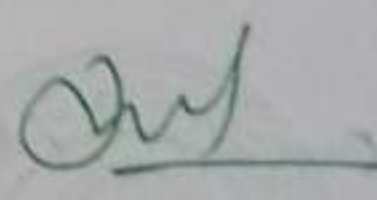
SECTION: B.

G. DIFFERENT PHASES OF HUMAN DEVELOPMENT:-

The phases of human development are categorized into 6 groups. They are,

- 1) Physical development.
- 2) Intellectual development.
- 3) Emotional development.
- 4) Moral development.
- 5) Social development.
- 6) Language development.




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Firstly, development means overall changes of an organism. Development is possible without growth also. Development is a continuous process and it follows us from womb to tomb. There are different stages of human development. They are,

- 1) Pre-natal stage.
- 2) Infancy period.
- 3) Childhood period.
- 4) Adolescent period.

Pre-natal Stage:-

Pre-natal stage of a human starts when he was in his mother's womb. It lasts until his 2 years of age birth. From Conception to his birth it is called pre-natal stage.

Infancy period:

Infancy period starts when he was and lasts until he was 2 years old.



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Childhood Period starts from 2 years old

and lasts until 12 years of age.

Adolescent stage:

Adolescent stage starts at the end of childhood stage and continues to attain his maturity.

Intellectual development:

Intellectual development is the development of human's mental abilities. It is also called Cognitive development. This stage of development has problem solving skills, critical thinking, creativity and Imagination.

Physical development:

Physical development means the development of both internal and external organs.

Moral development:

Moral development means to discriminate between the good and bad, right or wrong etc.

Social development:

Development of the adjustments, accomplishments, prestige all comes under social development.



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Emotional development:

In this stage of development the positive emotions like joy, happiness, fun, and negative emotions like sorrow, anger, anxiety is developed.

Language development:

4 With all these above development, language develops accordingly. We simultaneously learn to communicate with each other in every stages of development.

7. LAWS OF PERCEPTION:

PERCEPTION:-


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Perception is the process of receiving sensory inputs from the sense organs and the received information is processed, organised and interpreted by our past or previous experience.

Perception = Sensation + Meaningful Interpretation

For example, when you smell a burning



and understands that the smell of the burning object is rubber is called perception. The laws of perception are,

- 1) Law of Pragnanz
- 2) Law of Proximity.
- 3) Law of Similarity.
- 4) Law of Closure.
- 5) Law of Continuation.

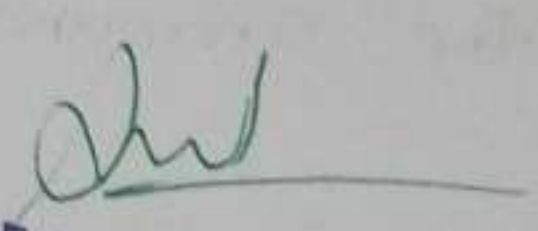
4 Law of Pragnanz:-

According to law of pragnanz, we perceive the information as a whole. For example, if a man is riding a bicycle, we cannot see the bicycle and man separately, instead we watch it together.

Law of Proximity:-

Law of proximity means we perceive the information in clusters. That means, we group the similar objects. For example, if there




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12 parallel lines, we group them into 4 of 3 lines each.

Law of Similarity:-

According to law of similarity, similar objects are grouped together. For example, in a group of triangles and circles, we group the triangles together and circles together.

Law of closure:-

Law of closure depicts that, closed or complete figures makes more sense than unclosed or incomplete figures. For example, if there is any missing information in a image, we automatically fills the gaps using patterns and lines from the surroundings.



Law of Continuation:-

According to law of Continuation, the continuous things are likely to be understood more. Smooth flowing lines are understood more than jagged or broken lines.

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SECTION: C

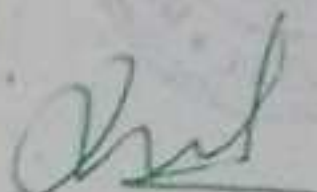
12.A STRATEGIES FOR IMPROVING MEMORY:-

A memory strategy is a technique that is used to improve the remembering of a human being. There are many strategies to improve the human memory. They are both internal and external. We can see the strategies one by one.

Focus Your Attention:-

When we concentrate our mind on a particular event or an activity we need to have full focus on it. Our mental state should be clear before we concentrate on something. For example, if we want to study, we need to select a free place without any distractions. Distractions like noisy surroundings, music, games should be removed from our surrounding. Getting full focus on something is definitely a challenge if there are noisy childrens around.




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Structure and Organize:-

If the things we need to pay attention is in well organized manner, it is easy to remember. For example, if there are many things around, we want to group the similar things and structure it together, so it is easy to remember.

Utilize Mnemonic Devices:-

A mnemonic is a simple way to remember the information. For example, if there is a difficult term we associate the term with something similar and easy one. If the term is Richard In Yake, we remember it as Red, Indigo and Yellow.

Relate new information with the things that

already know:-



If the received information is difficult to understand or it is an unfamiliar one, we associate the information with something

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that you have already learned. By knowing our past experiences, we can relate the unfamiliar one to the familiar one.

Visualize Concepts:-

We can use photographs, charts, or other graphical images to understand the information easier. Using the blackboard or writing the information in a paper is a great way to improve memory.

Read Out loud:-

The teacher who reads aloud gives more clearer information to students. Reading out loud the information may be remembered faster. A loud music is also example for this memory strategy.

Pay Extra Attention to Difficult Information:-

If the information is difficult to understand we pay extra attention to it. This is possible by reading the information repeatedly or over and over again it will store in an



mind constantly.

Vary Study Routine:-

If we follow the same routine to study it may be boring sometimes. Also if we study in the same place for a long time, it may get boring. So change the studying pattern or change the place of study regularly to memorize something faster.

Get some sleep:-

Rest is very important way in the memory strategy. Sleep is as much important as study. If we study for a long time automatically our body gets tired. So take rest in accurate times when your body needs it.



Understand the material:-

For the information to be remembered faster, then the study material should be clear. You find the appropriate textbooks and you have

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to understand the material.

Space out your work:-

Spacing out your work is equally important in the memory strategy. Divide your work and give importance to each group. This will make your remembering faster.

Repetition:-

Repetition is the great idea to get the information in our memory. If we study the information over and over again, it will be very easier for us to remember.

Association:-

Association means grouping the familiar information together. The information that are associate with each other are grouped together to remember the information.

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Play Games:-

Playing games regarding to the information is a way to improve the memory. It also make learning fun.



Rote Rehearsal:-

Rote rehearsal means getting the information in our head over and over again. This is stored in our short term memory.

These are all about the strategies of improving memory.

13. B. Maslow's theory of Motivation:-

Motivation:-

Motivation is an internal process. It is an psychological process. It is influenced within an organism that is necessary for life or essential for our well-being.

Maslow's theory:-

Abraham Maslow constructed a Comprehensive theory of need gratification and growth motivation.

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...factors in Maslow's theory are Psychological factors, Intermediate factors and also the meta-needs. Meta needs are only satisfied only when the lower order needs are satisfied. Meta needs are of Creativity and Self-actualization.



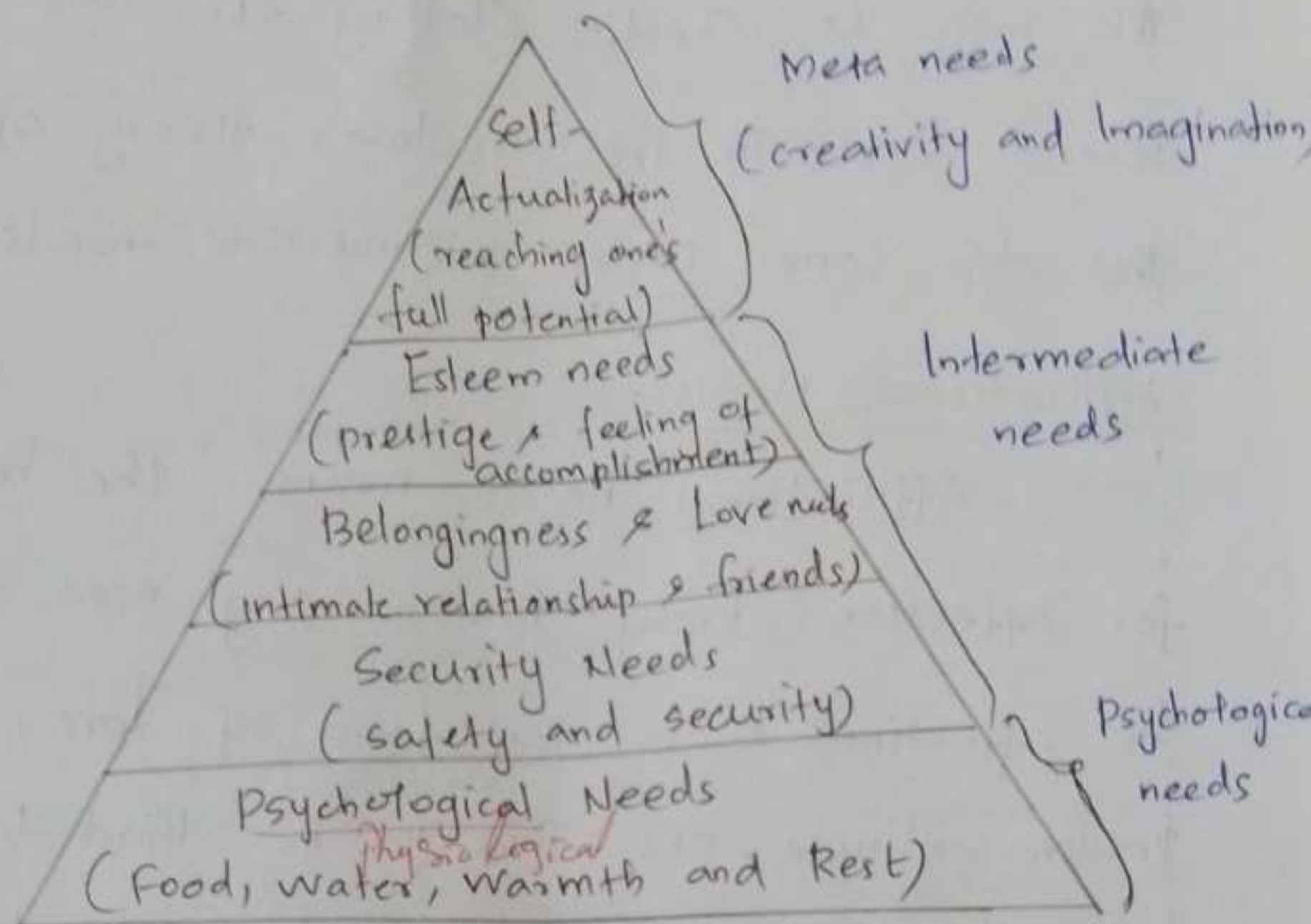
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According to Maslow, the factors are constructed ^{mi}psychologically or hierarchically.



i) Psychological Needs:-

According to Maslow, this is the lowest level in the hierarchy. This is called Psychological needs. It is also the basic needs.

Basic needs include the food, water, warmth

and ~~Rest~~. This is the basic need a human

wants. This level is ~~not~~ overcome,

then above levels cannot be reached.

This is basic for human's survival.



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Safety Needs:-

For a human being, Safety is very important. Safety needs include the security needs. This may be shelter, Clothing etc. This is the Second level in the maslow's theory of motivation. This also comes under Intermediate needs.

Affiliational Needs:-

Affiliational needs means "the hunger for affection". Every human being needs affection. The affection is in the form of love, joy, positive attitude, etc. This is the third level in the hierarchy. It also includes intimate relationship and friends.

Esteem Needs:-

Esteem Needs is the need for self-respect, Self-esteem and Self-Confidence. All human being expect themselves to be accepted and by others. Esteem needs also contains and a feeling of Accomplishment. Accomplishment needs are satisfied in this level.



Aesthetic Needs:-

If all the other levels in the lower order is satisfied, then occurs this level. It is the desire for pleasure, nature, beauty etc. Tagore, Wordswoods are the best example for this.

Self-Actualization Needs:-

This is the higher level in the Maslow's theory of Motivation. In this level, the human being reaches his full potential. This level is based on creativity and Imagination.

Educational Implications of Maslow's theory:-

1) Maslow's theory of Motivation contributes more in the field of education. In a classroom, if the students does not meet the psychological needs do not pay more attention to the class. If the teacher has the knowledge of Maslow's theory, he will find the necessary solution to help the students.

If the students meet the basic needs, they will improve his excellency in school. Sometimes lacks in belongingness and love needs.



The teacher will provide the necessary affection to the students.

3) Students who reaches basic needs and affiliational needs Sometimes need their accomplishments

So, the teachers provide opportunities to the students to improve in the esteem needs.

This is about the Maslow's theory of Motivation.

14. A. Guilford Theory of Multiple Intelligence:-

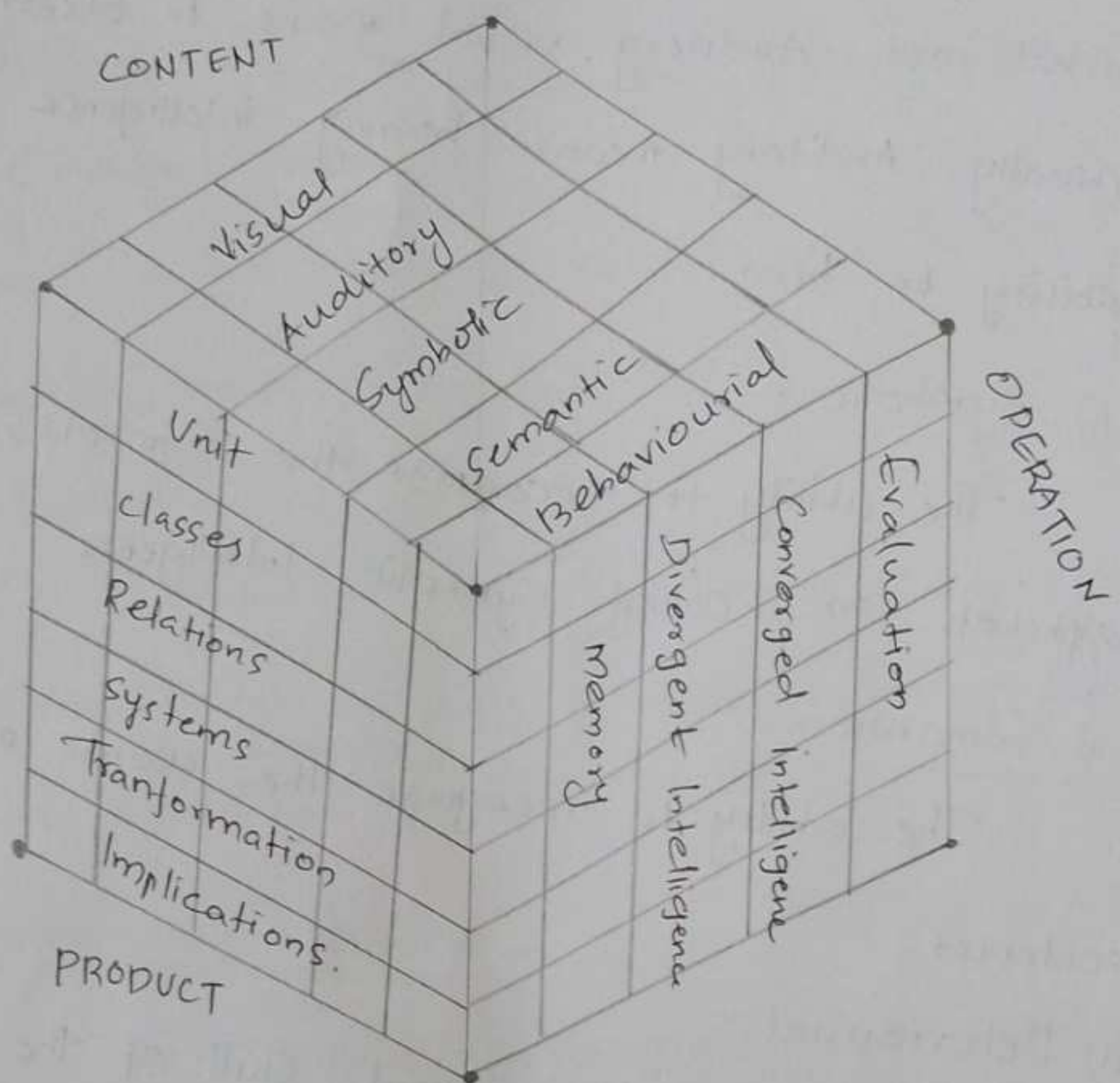
Intelligence:-

Intelligence refers to the manner in which the humans adapt to one's surrounding

Intelligence includes the Adjustment, Abstract thinking, Creativity and Imagination. Intelligence is measurable. If we want to find out the

Intelligence of peoples, we use Intelligence (IQ) tests. This is often referred as Mental set of the human beings.





GUILFORD THEORY OF MULTIPLE INTELLIGENCE

Guilford theory of multiple Intelligence consists of three important functions. One is Content, the second one is Operation and the third is product.

CONTENT DIMENSIONS:-

Content of the multiple Intelligence is divided into 5 categories. They are,



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i) Figures:-

Figures are classified into two. They are visual and Auditory. Visual means to observe visually. Auditory means hearing intelligence or ability to hear.

ii) Symbolic:-

The ability to recognize the Symbols, patterns, alphabets are called Symbolic Intelligence.

iii) Semantic:-

The ability to recognize the words or sentences.

iv) Behaviourial:-

This is the behavioural skill of the human being. Reasoning, Critical thinking, Imagination are some of the behavioural skill.

OPERATIONAL PRODUCT DIMENSIONS:-

Product Dimensions of Guilford theory of multiple Intelligence has five factors.

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Memory is the mental set of the human beings. All individuals are not same and so are their memory. They have individual Differences.

i) Divergent thinking:-

This intelligence includes Reasoning, Critical thinking, Imagination and helping others.

ii) Converged thinking:-

This intelligence includes self-thinking. Thinking

personally means Converged thinking.

iv) Evaluation:

Evaluation means self-tests. Whether the decision made by ours is right or wrong comes under, Evaluation.

PRODUCT DIMENSIONS:

The product dimensions comes under the Guilford multiple intelligence theory. The product dimensions include, Units, classes, Relations, Systems, Transformations and Implications.

i) Unit



Every part of an item is an Unit.

ii) Class

A set of units is called classes.

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iii) Relations:-

It is the relationship between units and

iv) Systems:

This comprises well organised system or structure.

v) Transformation:-

This is the transformation of the various Intelligence.

v) Implications:-

This level is the application of the Guilford's theory of multiple Intelligence.

II. A. SCOPE AND SIGNIFICANCE OF EDUCATIONAL

PSYCHOLOGY:-

Psychology:-

Psychology is derived from two greek words 'Psyche' and 'logos'. 'Psyche' means 'soul' and 'logos' means 'study'. So psychology means the 'study of soul'.

Educational Psychology:-

Educational Psychology is the branch of psychology to study the human behaviour in educational environment and why they alter in environmental situations. It is the science.



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It is the behavioural Science.

SCOPE OF EDUCATIONAL PSYCHOLOGY:-

The following factors determines the Scope of Educational Psychology.

- 1) Learner.
- 2) Learning process.
- 3) Learner Situation
- 4) Teaching situation
- 5) Teacher.

1) Learner:-

The main aim of education is based on the all-round development of the learner.

In this level, educational Psychology helps to know likes and dislikes of the learner, abilities of the learner, and capabilities. The teacher knows the learner well in this level.

2) Learning process:-

The learning process means the process of the learner. In this process, the teacher identifies the learner. There are many elements available



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in learning process. They are Teaching equipment, Teaching materials, aids etc.

Learner Situation:

This Situation includes the classroom climate, the surrounding, the environment, the classroom lighting etc. If the Situation is right, then there is a smooth teaching-learning process occurs.

Teacher Situation:

In this level, the teacher acts as a facilitator, or guide. He/she will encourage the students for the smooth functioning of teaching-learning process. The teacher should be a counsellor to the students. If there is a problem in the class room, the teacher needs to solve them patiently.



The teacher is the potent source in teaching process. He should deal with the students patiently and gently and encourage them.

This is the scope of Educational Psychology.

Significance of Educational Psychology:-

1) Educational Psychology is a branch of psychology that deals with pupils problems in educational environment.

2) Educational Psychology is a science that deals with human human behaviour and why they alter.

3) It has a systematic, well comprised rules and regulations.

4) Educational Psychology includes a lot of theories, facts and principles.

15. A: Techniques used to assess the Personality:-

Personality:-

Personality means one's unique behaviour.

Characteristic. All individuals are not same.

Individuals have individual differences.

Personality also changes with every individual.



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3. Roleplaying:-

Roleplaying is another technique to assess the personality of the student.

Section: B

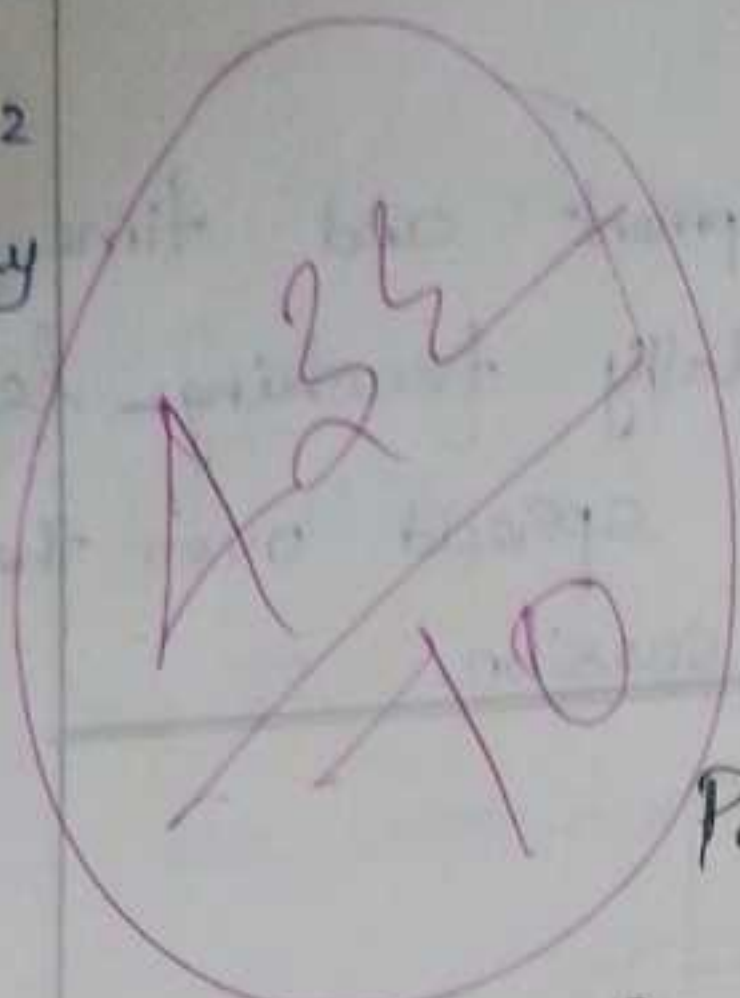
10. Personality:-

Personality is one's unique behavioural characteristic. There are different techniques are involved in assessing the personality of humans. Freud's developed a theory in personality. This theory is named as psychoanalytic theory of



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Subject : Assessment for learning

Part-C

12) Continuous Comprehensive Evaluation [CCE]

⇒ Continuous Comprehensive Evaluation is refers to system of School based evaluation of students that covers all aspects of student's development.

⇒ It is developmental process of students and emphasizes that covers all aspects of two fold objectives. They are

(i) Continuity in evaluation and assess the broad based learning

(ii) Comprehensive in assessment.

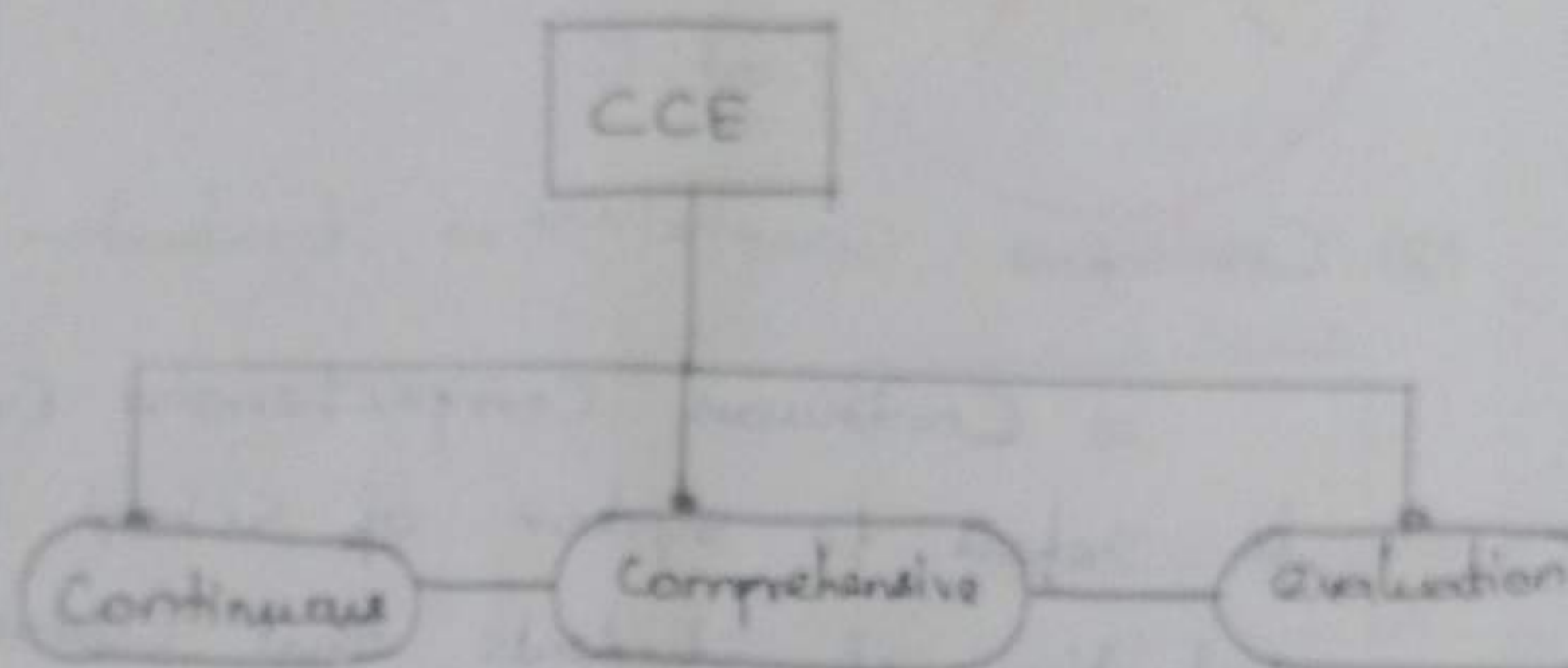
These are objectives very important for the scheme.

⇒ This scheme, first term "Continuous" emphasizes that evaluation of diversified aspects of student's



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growth and development and time even built into the totally teaching-learning process and also spread over the entire span of session.



⇒ The Second term "Comprehensive" means that the Scheme attempt to covers both Scholastic and Co-Scholastic aspects. It provides the opportunity for the child growth in all areas.

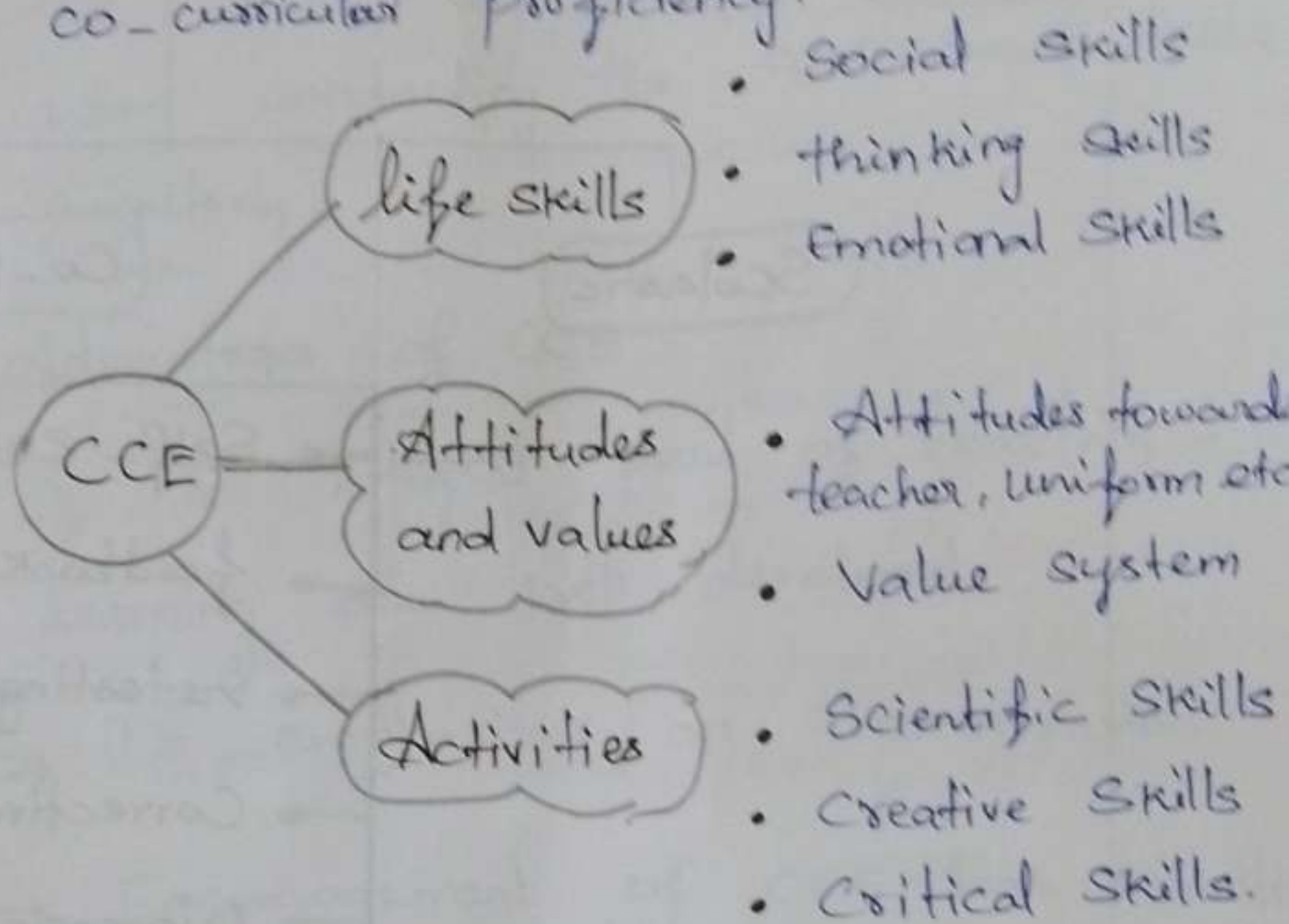
⇒ The Third term "Evaluation" is means that to evaluate or assess the Student's progress used to technique or variety types of tool.



CCE is the main assessment system of School-based evaluation process of all learning systems.

⇒ To make the process of teaching-learning conducted by learner centred activity.

⇒ To encourage the curricular and co-curricular proficiency.



CCE in the role of teacher:

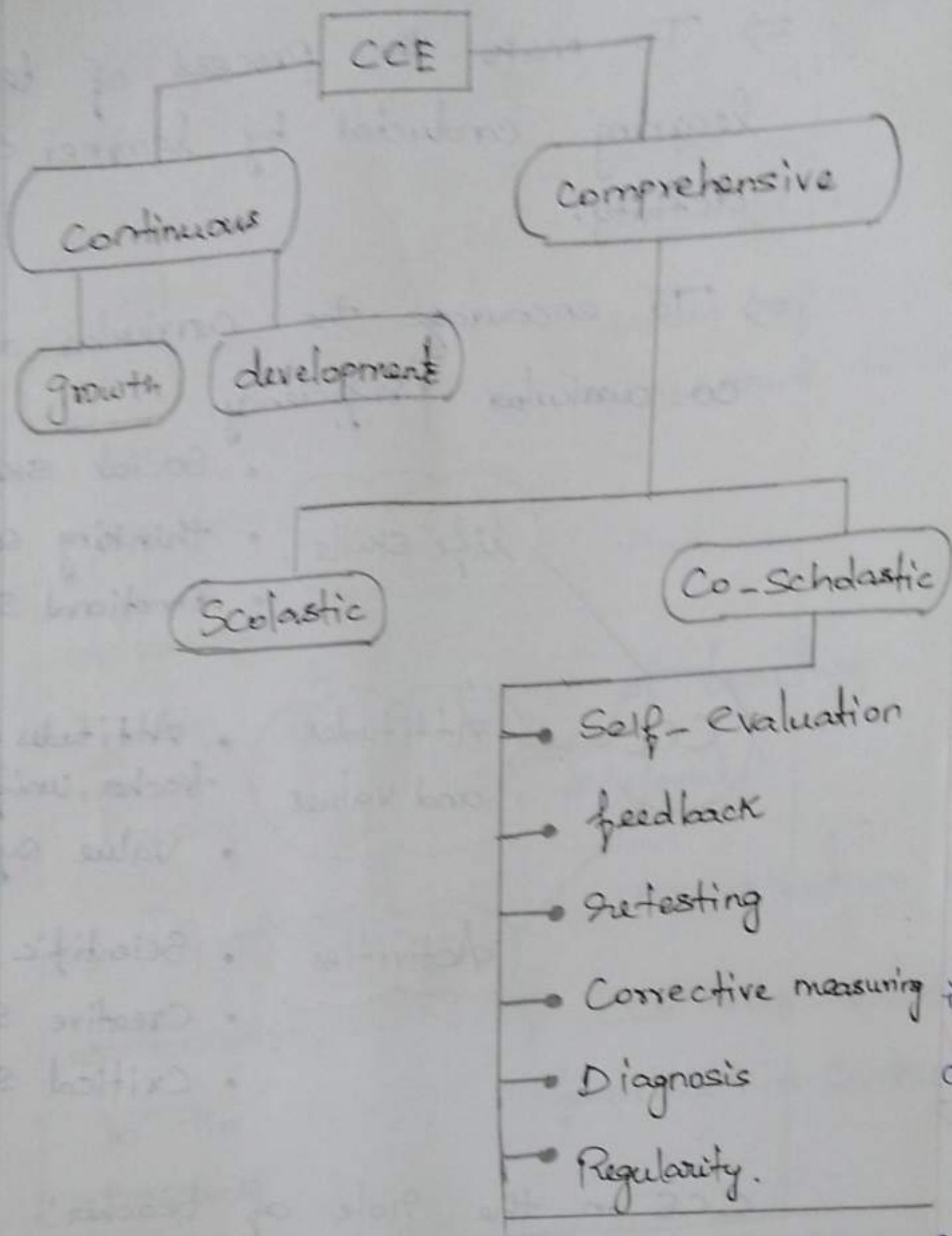
⇒ Teacher should be a honest and fair to the assessment of the student's performance.

⇒ Teacher should never use assessment as tool to discipline the students



Should not spent more

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Aims of CCE:

⇒ The Continuous process of assessment is done by properly and encourage their further improvement.



eliminate subject-bias.

Keep Continuous motivation.

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Number of days for conducting the assessment tests regularly.
⇒ Teacher should not take regular class room teaching and its used to decrease the quantum of time when conducting the assessment tests regularly.

Advantages of CCE:

- ⇒ The integral part of teaching - learning are well developed.
- ⇒ De-emphasizes on memorization.
- ⇒ Encouragement of CCE has resulted in the students performance in continuous response.
- ⇒ The corrective measures of CCE is covers both scholastic and co-scholastic aspects.
- ⇒ Recognizing and Encouraging the specialized abilities and not excel in academic but well perform in other co-curricular



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activities of all areas.

⇒ Student will become regular and Punctual.

Disadvantages of CCE:

⇒ Continuous tests and exams increase students' mental stress and anxiety.

⇒ Evaluation procedures differ from School to School.

⇒ School has giving a plenty of A grades most of them do not deserved it.

⇒ The feedback by CCE has been increased the teacher's workload.

⇒ In crowded classroom with more number of students when proper implementation of CCE is practically not possible.

The student will takes studies casually because the effects of continuous evaluation.



13)

a) The steps in constructing an achievement test:

Meaning of test:

The test is referred to as "a" assessing the learning outcomes of students. The test may be conducted as daily base or achievement base test.

Definition of test:

A test is a tool to measure the language proficiency of students.

— Hughes (2003)

A test is a method of measuring a person's abilities to knowledge or performance in a given domain.

— Brown (2004).

Meaning of achievement test:

Achievement test is conducted at the end of academic period or.



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At the end of teaching-training period of teacher trainees.

⇒ TAs should be used to evaluate the student's performance accurately.

Definitions of Achievement test:

Any test that measures the attainments or accomplishment of learners and process of teaching practice or learning called as an "Achievement test".

- Downie (2013).

Types of Achievement test:

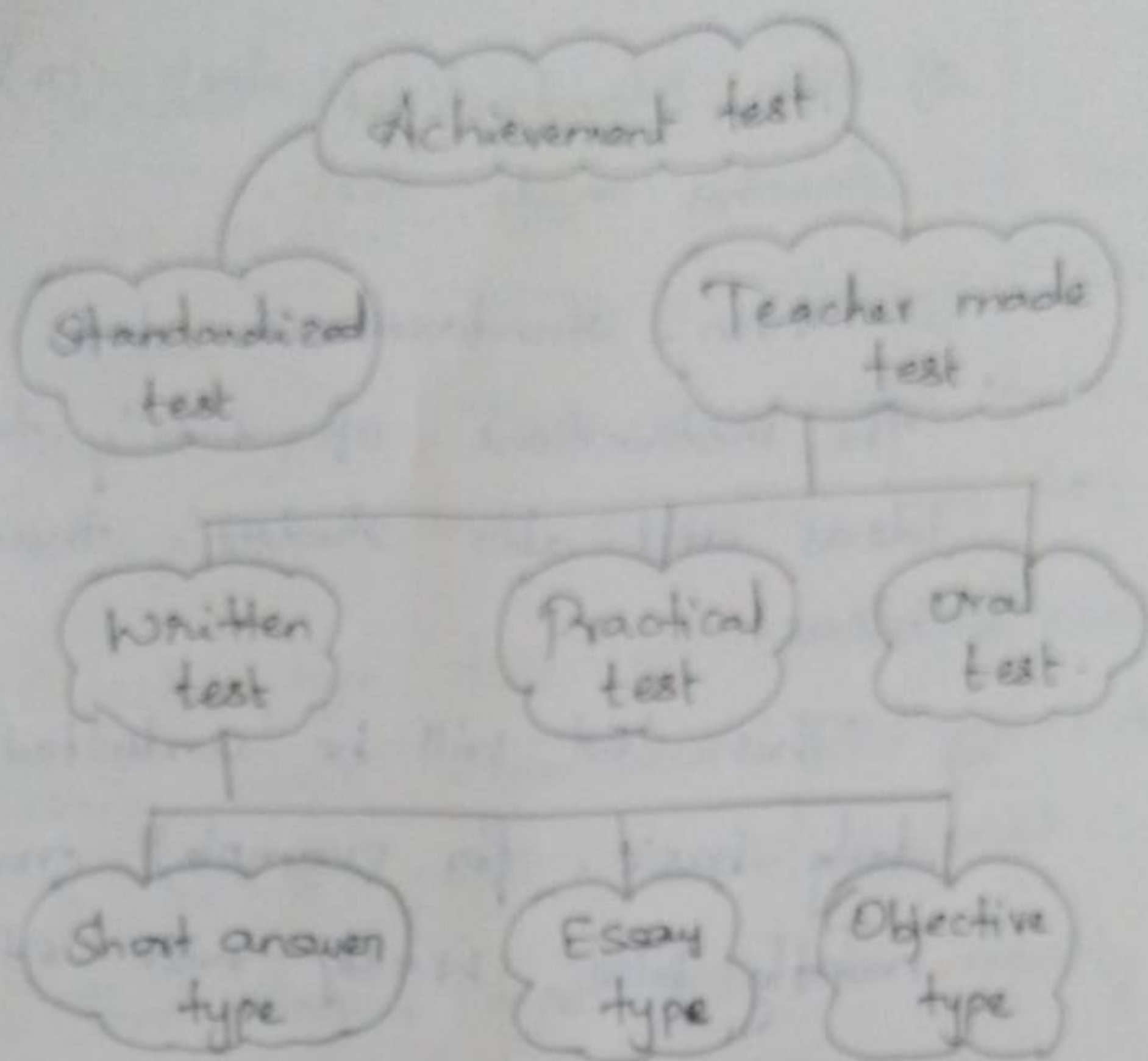
Types of achievement test classified into two types as given follow:

* Standardized test

* Non-Standardized test (or) teacher made test.



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1) Standardized test:

⇒ This type of test is prepared or administered only by specialist or highly researchers.

⇒ This test may be conducted by the end of academic year or quarterly, half yearly test.

⇒ It is prepared when using the blueprint, weightage of content in content wise.



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2) Non-Standardized test (or)
teacher made test::

⇒ Non-Standardized tests prepared
the instructions of totally teacher's
ideas and also student's thoughts and
ideas.

⇒ This test will be conducted through
daily basis, for example) oral test,
monthly wise, weakly-wise etc..

⇒ Non-Standardized tests are divided
into three types. There are oral
test, written test and practical test
Oral test::

Oral test is one of oldest
types of achievement test. It is
conducted in many of time as
children it means primary education
level. of students are used by the
test.



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Written test:

⇒ Written test is promotes the writing skills. It is classified into three types. These are short answer, essay type and objective type test.

⇒ Objective type test is conducted mostly daily basis examination. Its conclude 3 or 5 point scale is used.

⇒ Short Answer type test is mostly used in all classes. Its gives chance to take high marks in easily

⇒ Essay type test: includes subject content with student's own ideas and thoughts. Its very easy to attend the most of them and all its conclude illustration, applications, compares and differentiates of some types of questions asking that.

Practical test:



This test may be conducted higher secondary level education.

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Some tests conducted based on practical level of secondary level students such as group activity, projects, collect the soils, herbs etc...

Good qualities of achievement test:

⇒ A good quality of achievement test must be prepared only by specialist and finely developers.

⇒ Its can be done by use of standard instructions, reference, content, scoring guide etc.,

⇒ A good quality of achievement test includes based on their three domains basic questions. like knowledge level questions, application level questions and activity or skill based level question.



Skill based level question means conclude the ability of own

individuality such as drawing, balancing

create and write own thoughts,

comprehensive approaches questions etc.,

15)

a) Concept of Reflective Journal:

Meaning of Reflective Journal:

Reflective journal means that the student's own ideas, thoughts and performance are recorded by teachers or instructors. It provides an opportunity for their own learning of each student.

Definition of Reflective Journal:

The Reflective Journal defined as the "recordal proof of student's developmental activities, attitudes and skill based perceptions of determined by teachers which means to provide freely learning.

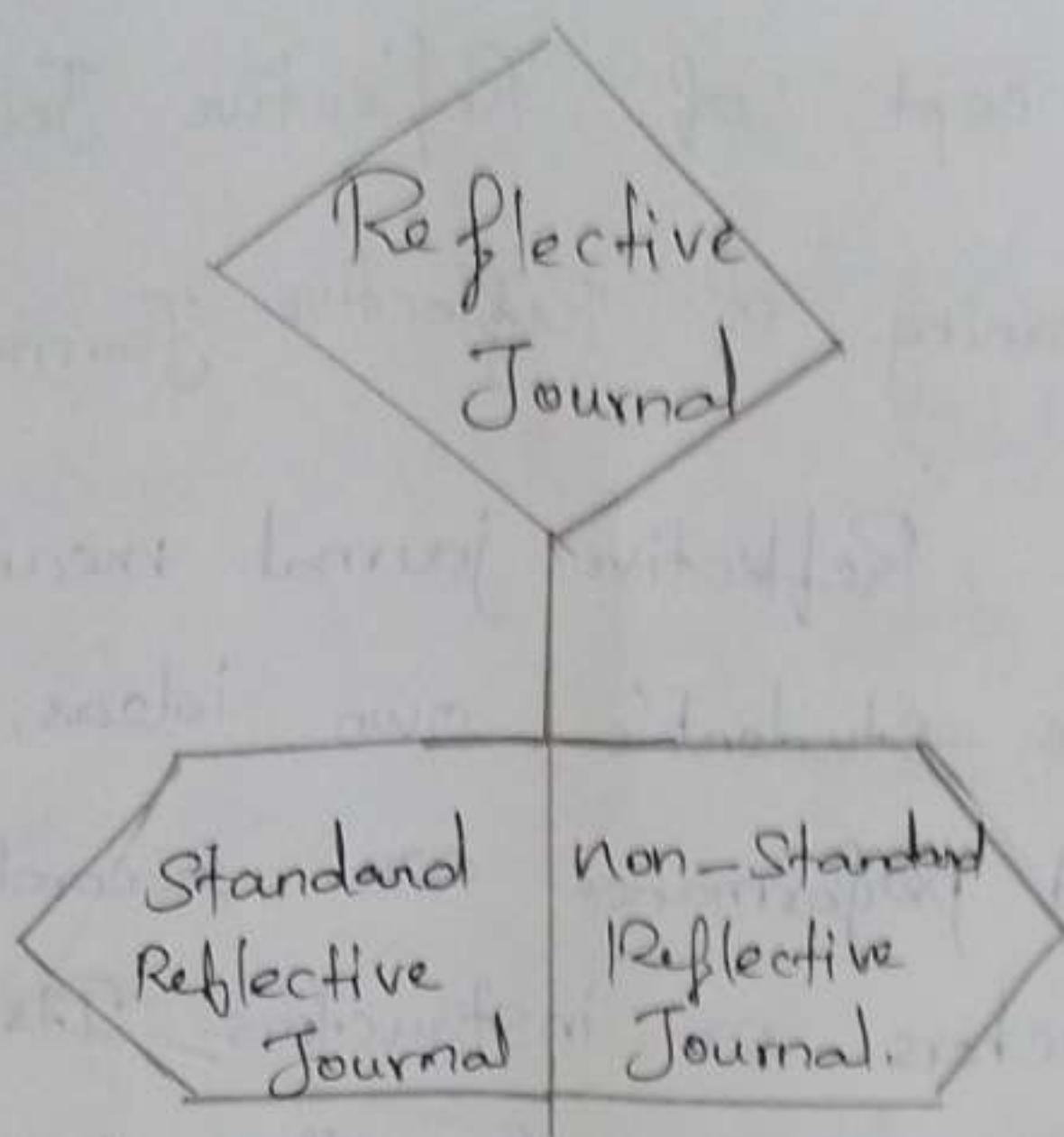
Structure of Reflective Journal:

Reflective Journal record books

have lot of collection basis of two types of structure as follows;



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Standard Reflective Journal is used to find out the learner's outcomes participation in classroom activities. It provides accurate assessment of students.

Non-Standard Reflective Journal:

Non-Standard reflective journal is recorded in freely of teacher's thoughts. Because it should not have any instructions and scoring guide. Then, it should be noted in freely process. It provides improvement of learners.



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Concept reflective journal:

→ Reflective journal should have
descriptive feedback on students.
→ Its framed by fully learner's
ideas, thoughts and participation of
classroom activities.

⇒ Its mainly concept of reflective
journal was proposed accurate
or consistence scores for student's
performance.

⇒ Concept of this must be include
subjective matter and its relatively
life oriented, doubts, remedial
to slow learners etc....

⇒ Reflective journal was fully determine
the constructive session of pupil's
creative and critical knowledge and
of our own perceptives.

will become punctual and
disciplines.



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The format of Reflective Journal:

Date:

Name of the student: X X X

class/session:

Name of the School: . . .

No. of. Students: . . .

1) First, you we identified the subject matter.

2) Then, Subject matter was related to the life experience.

3) Then records the performance of student in classroom activities, and also Cooperation of peer activity.

4) To find the error and doubts will be cleared. to the follows of Student's Continuous performance.

5) Remedial teaching to the slow learners.

6) Re-feedback to the Students.



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Advantages of Reflective Journal;

⇒ It should have descriptive records.

⇒ It chance to find the students curricular and co-curricular activities.

⇒ To promote the self-confident and self-assessment.

⇒ It encourage their further improvement and also assess the development of students.

⇒ It eliminate the unfair or biased scores because it's fully recordal. ✓

⇒ It provides the opportunity for the implementation of students' innate abilities.

⇒ It should be useful to the

students for assessing their own and also the teachers for examination of each students' grade and development.



Disadvantages of Reflective Journal:

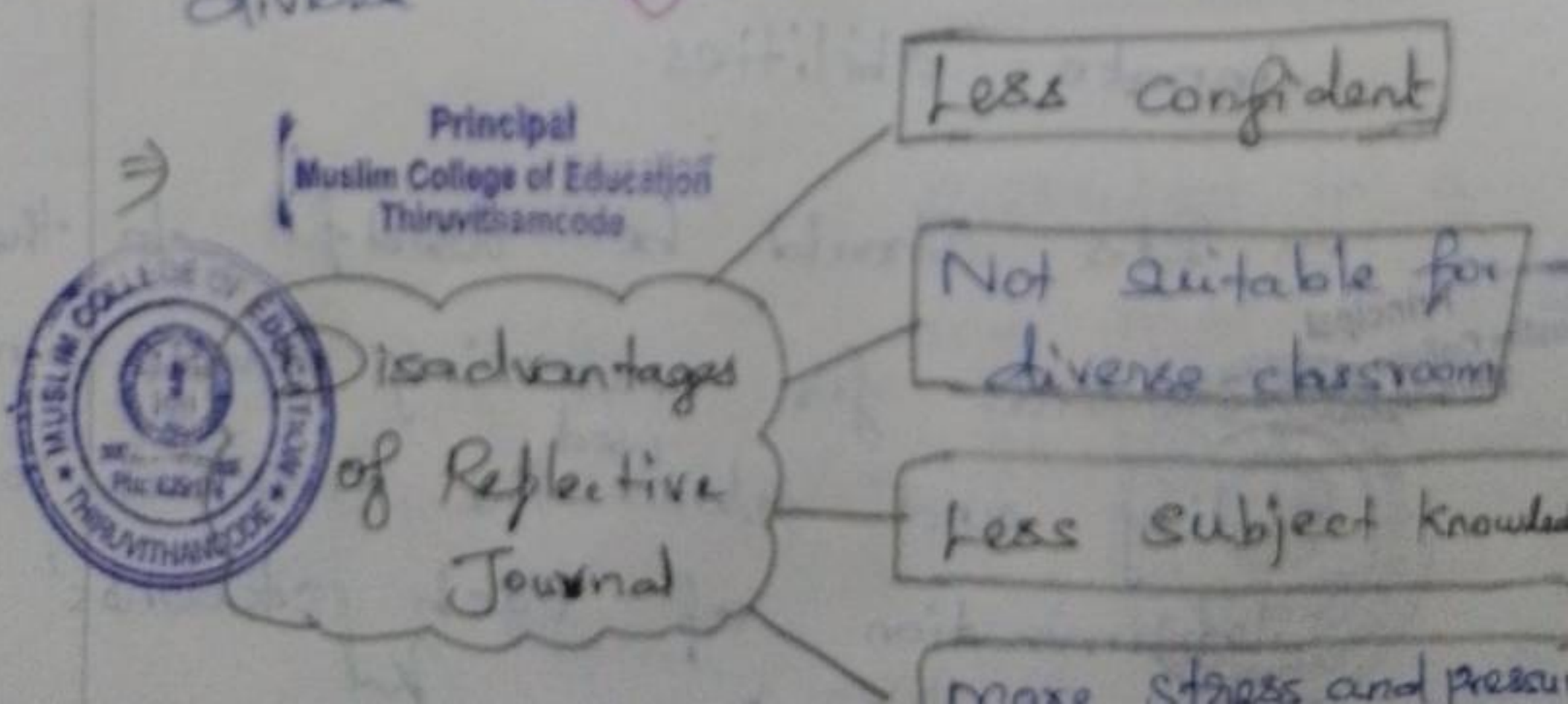
⇒ It's over time consuming method and have over work loads.

⇒ It's not equality because student will not be equal test in classroom basis of scores.

⇒ Basically, it's not suitable for school students because should not take time to spend in ^{studied} subjects.

⇒ Students are highly stressed and pressure that used more number of activities conducted in daily basis.

⇒ This method is not suitable for diverse classroom.



Part - B

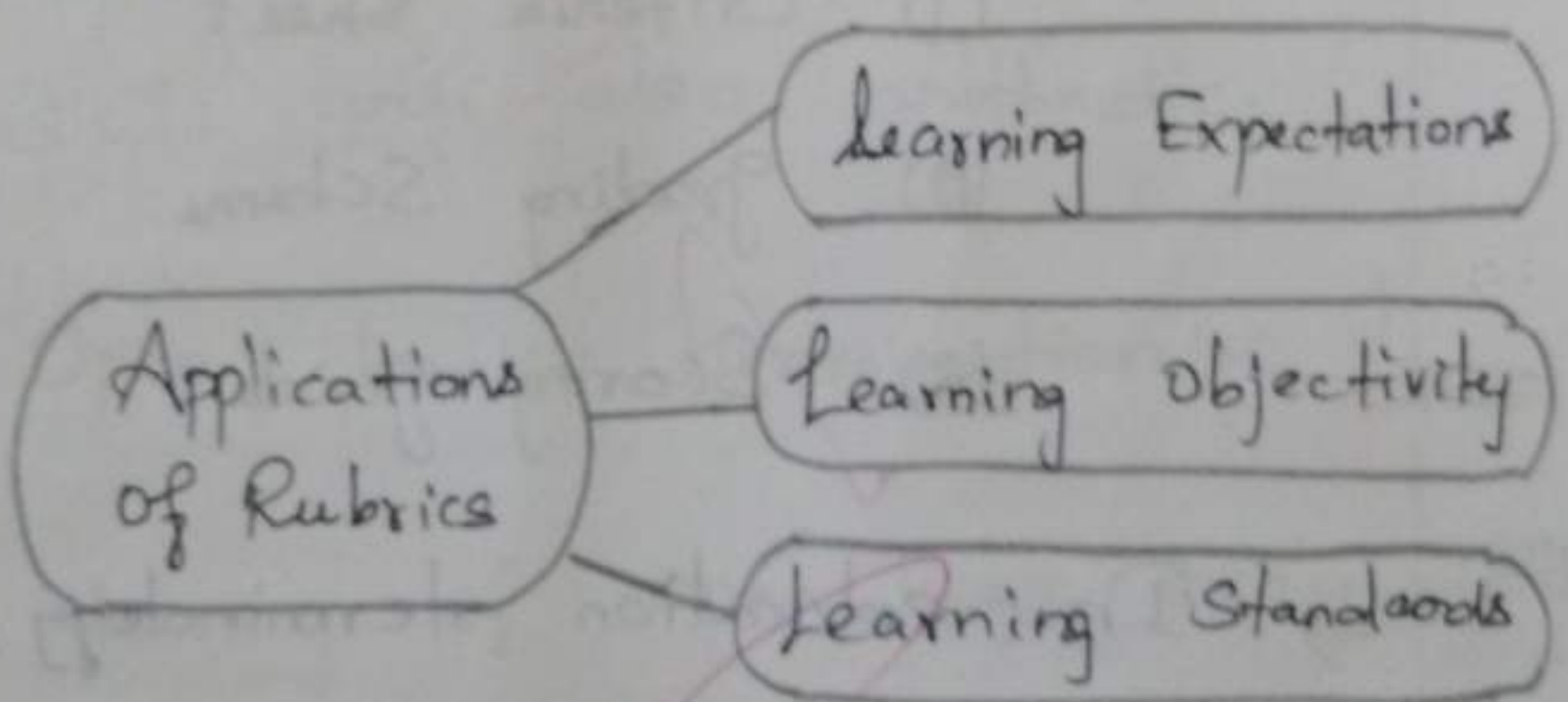
8) Rubrics:

Meaning of Rubrics:

=> The word "Rubrics" originated from the word "Rubrica" which means "red shalk" (or) "red ochre".

=> Rubrics is a "scoring guide" used to evaluate the student's performance.

=> Rubrics is done by the scale of evaluation.



=> A Rubrics is presented in a table format and used by teacher to assess the student's performance.



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⇒ Then it is also used by students for their planned work.

⇒ Rubrics is a formative evaluation tool.

⇒ A Rubric for assessment, regularly used in the form of matrix or grid and as a tool to assess the students by the interpret and grades.

⇒ A Rubric is also called various types of names as given below;

(1) Criteria sheet

(2) Grading Scheme.

(3) ✓ Scoring guide

⇒ In education terminology, Rubric is a tool to measure the student performance and innate abilities of individuality.



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Importance of Rubrics:

⇒ Descriptive feedback and scores.

⇒ Developed the curricular and cocurricular proficiency ~~are~~ balanced

⇒ Integral part of teaching learning process are well developed.

⇒ To promote the opportunity for life oriented based learning basis of activities.

⇒ To provide basic skills and also developed the basic skills like writing skill, listening, reading, speaking skills and also arithmetic.

a) Open - book examination:

Meaning of open book examination:

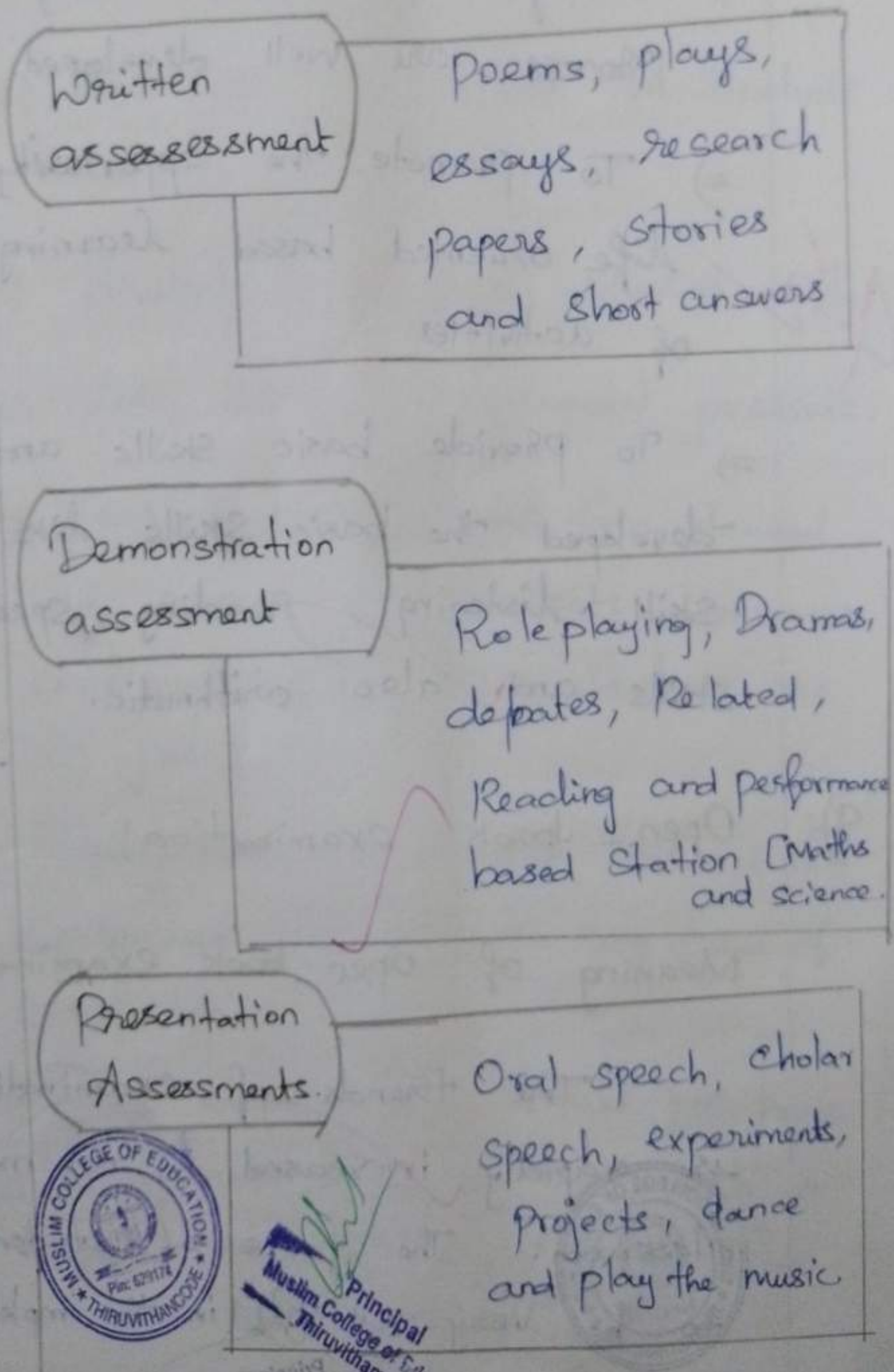
The trends of examination is rapidly increased in our modern



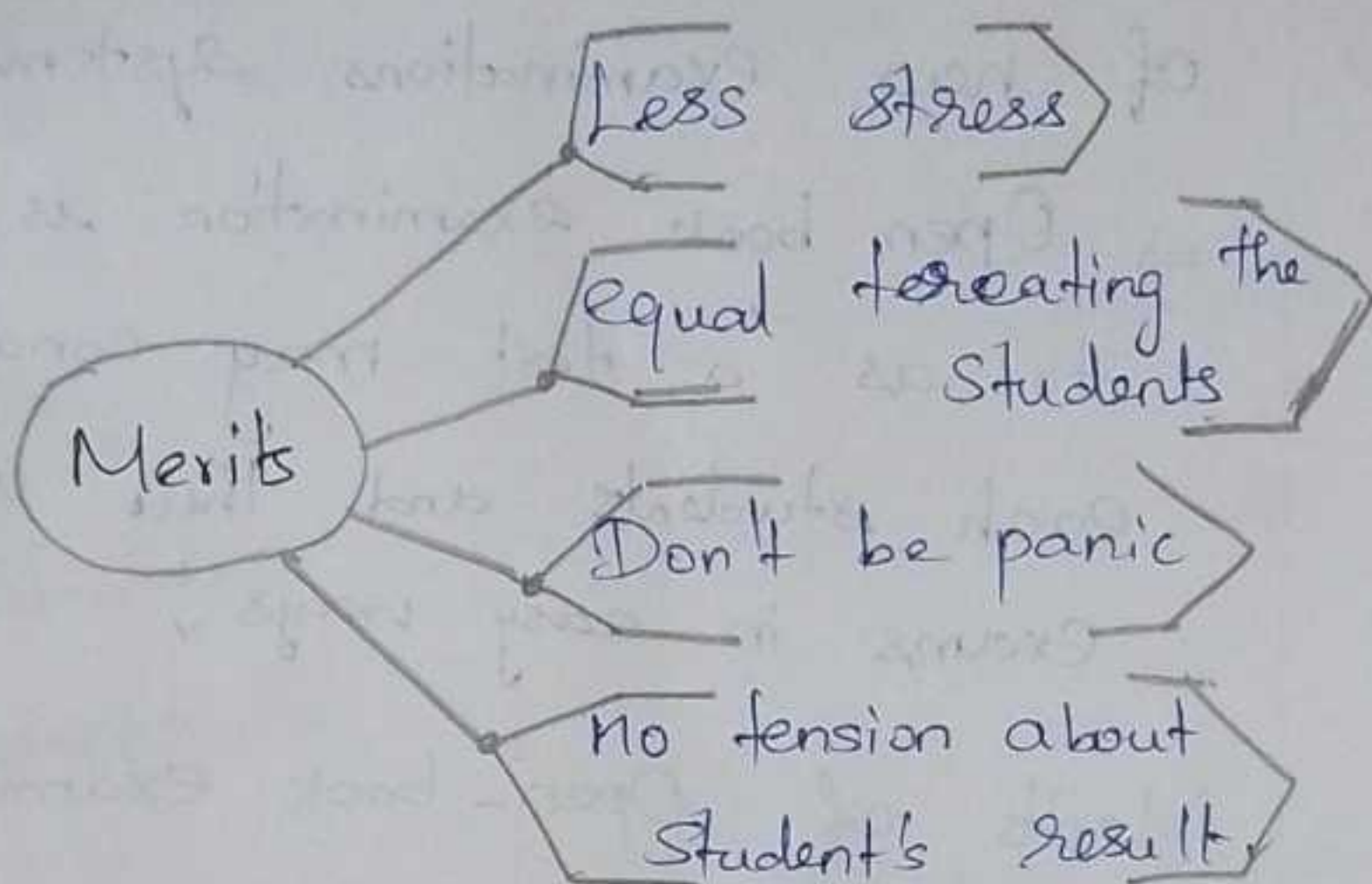
The fears of students very excited in the implementation

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⇒ It is used to integral parts of teaching and learning process and we we When we prepared the students for different types of assessment as given below;



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Demerits of open book examination:

⇒ Students should have no any subject knowledge.

⇒ It's fully affected in future life.

⇒ It's not preferred to the vocational based skill.

⇒ Less responsibility and punctuality.

⇒ Gifted Students for not shine in our academic periods.

⇒ Don't be teach the remedial to slow learner and also don't be neglect the slow learners.



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⇒ Open book examination is not suitable for students because it destroys the cognitive level of students.

⇒ Students will become lazy and unpunctuality.

⇒ Student will fake studied content and secondary.

10) qualities of good test:

⇒ The test may be conducted by the "assessment of learning outcome of students".

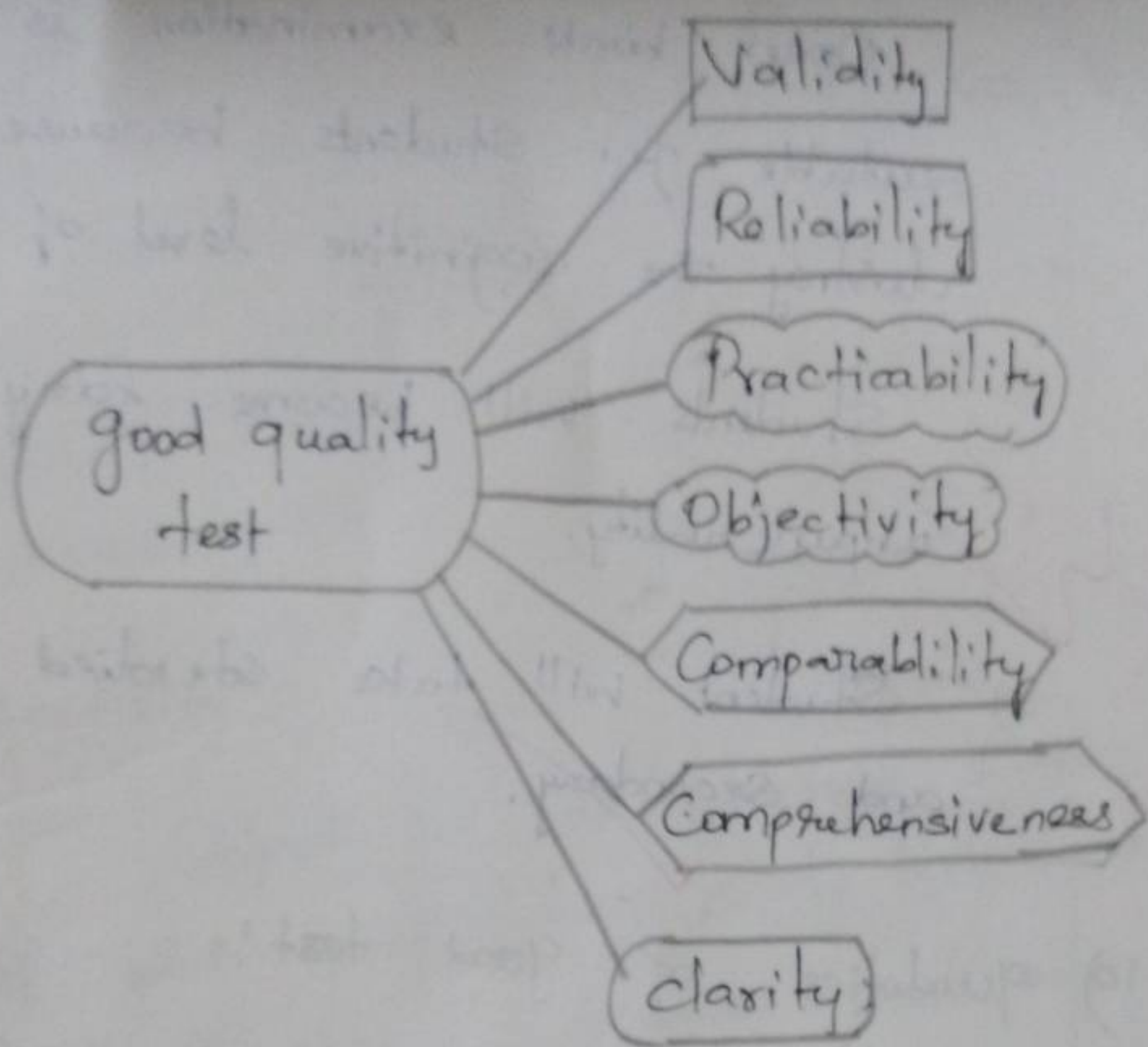
⇒ The test is conducted by teachers or instructors.

⇒ The test when who is admitted in writing exam is called examination.

The good quality of good test promotes the development of students knowledge and skills.



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Validity :

A good quality test includes validity of test. Its creating through instructions and scoring guide used.

Reliability :

Reliability is a main characteristic of good quality examination. because the descriptive of test is more important for that good quality test



Practicability:

This type of test mostly conducted in science related matters. A test must include the practical based questions like balancing, drawing, comparing etc. . .

Objectivity:

Objectivity is important branch of good quality test. All tests must be have strong objectives basis on student's performance.

Comparability:

A test must be compare each others questions. Comparability is most important aspects of good quality test. It should be created a student's creative and critical on student's performance.



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Comprehensiveness:

The test must have comprehensiveness quality. Then, when we student write after the exams which fully understands or comprehensive of questions. Sometime, one or two questions asks indirectly that types of questions must be comprehensive to all types of students.

Clarity:

Clarity is the main parts of quality tests. The question paper designed with procedurely and also frame work question paper with follow many types of tips and its from guideline or specialists etc. The format of question paper must be clarity and subjectivity.



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Part - A

- 1) c) Evaluation ✓
- 2) c) Motivation ✓
- 3) b) involvement ✓
- 4) c) 5 ✓
- 5) c) Scoring key ✓

Part - C

1) b) Assess the cognitive domain:

Meaning :

Cognitive means knowledge to gained. The Student's knowledge level for increasing to level to level. The cognitive level of assessment phenomenon of memorizing.

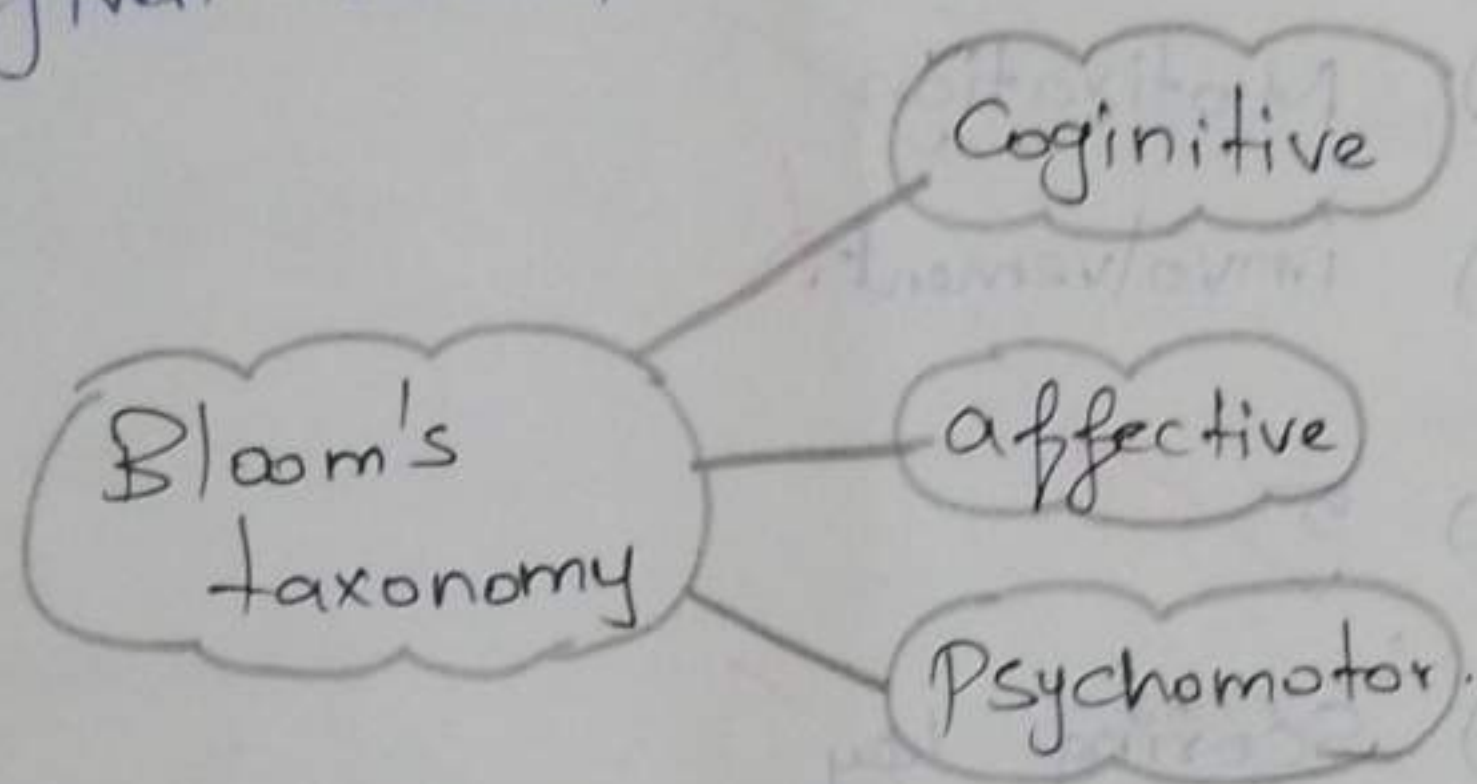


Cognitive Domain:

The Cognitive domain is the

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Bloom's Taxonomy proposed a three types of main domains as given below;



⇒ The cognitive level of students should have varied sources of understandings and so on.

⇒ The cognitive domains classified into varied types such as

* understands

* Principles

* defines

* Conceptual matter;



⇒ The understand level of students performance based collectiveness of knowledge.

⇒ The cognitive domain assessed from the linking previous knowledge

⇒ It's can be monitoring the previous knowledge of each Students.

⇒ The main aim of assess the cognitive knowledge is clarified from end tests like weekly, monthly or di basis.

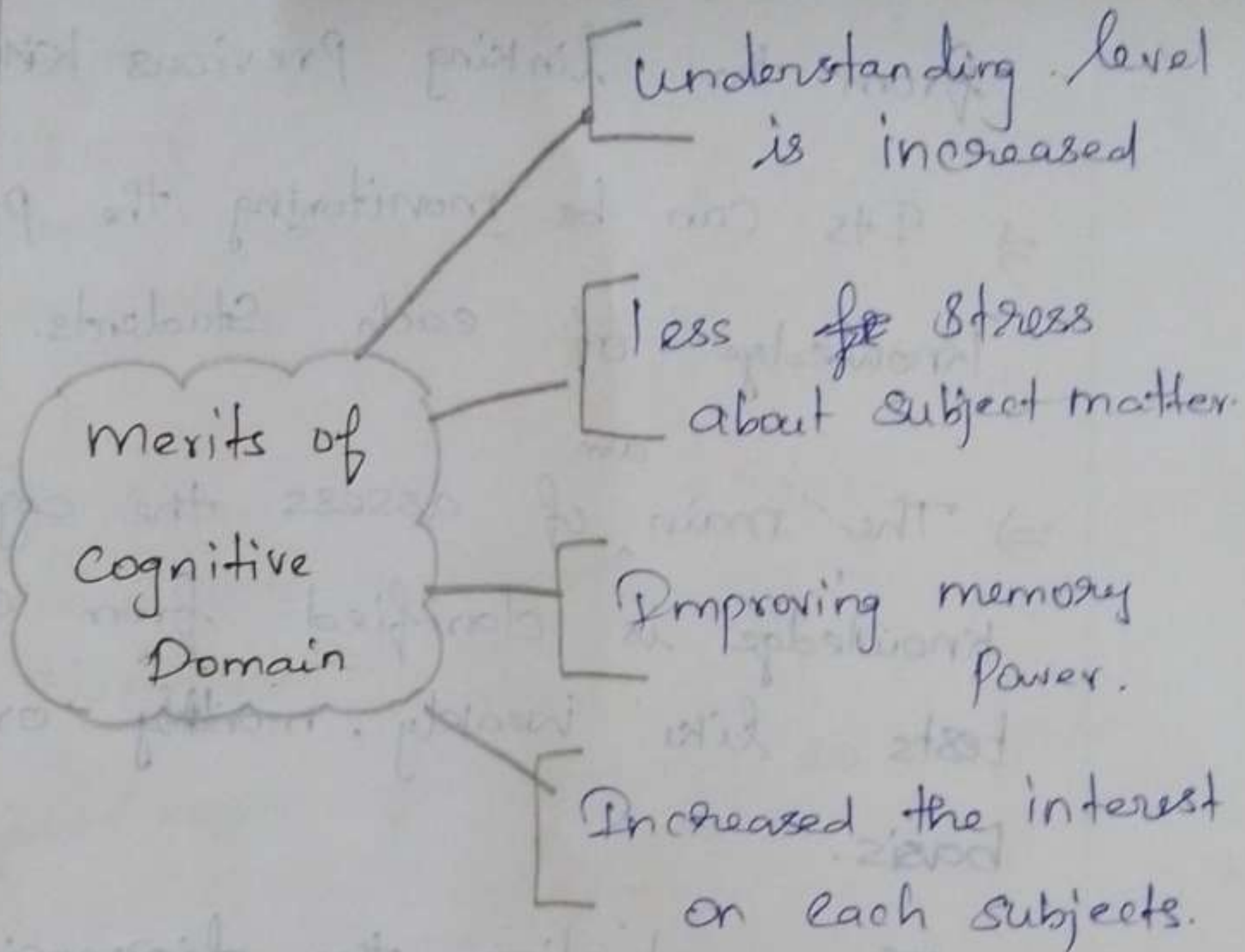
⇒ The conducting the diagnosis test was calculating the measures of previous knowledge of the Students.

⇒ The conceptual understanding level is most important for assess Student's Cognitive domain basis of performance.

⇒ It is used to calculate the and monitoring the Student's previous and check the knowledge understanding levels.



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⇒ The main approach of cognitive domain is fully monitoring of the basis of previous knowledge.



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